

**IMPROVING STUDENTS' VOCABULARY BY USING METHODS  
FOR DEVELOPING KINESTHETIC INTELLIGENC AT THE  
SECOND GRADE STUDENT AT MTs MADANI ALAUDDIN**



**A Thesis**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of  
UIN Alauddin Maassar

By

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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHING SCIENCE FACULTY  
ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR**

**2018**

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UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
By  
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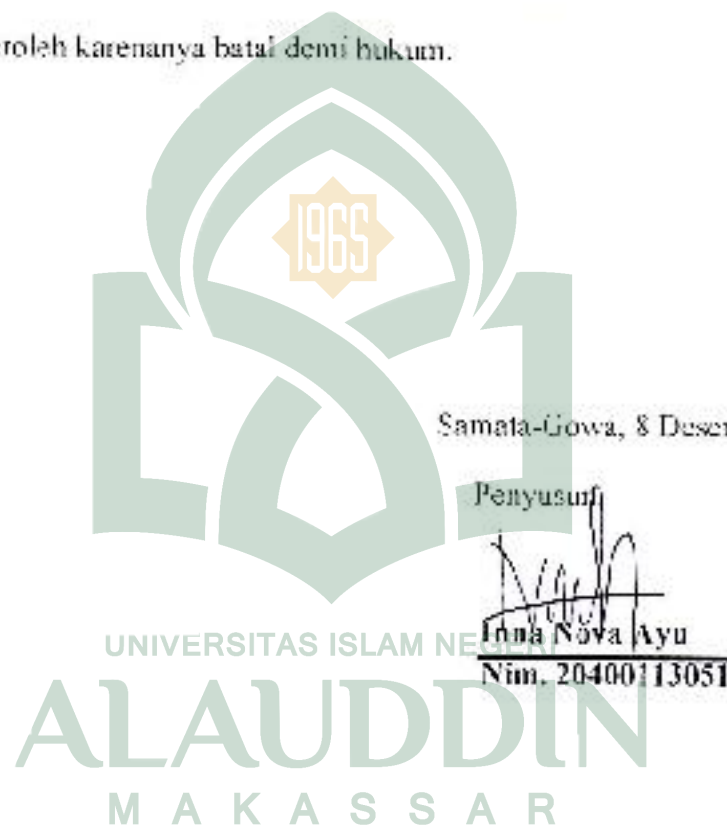
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**2018**

## PERNYATAAN KEASLIAN SKRIPSI

Dengan senantiasa mengharapkan ridha Allah swt yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini adalah benar-benar hasil karya penyusun sendiri. Jika di kemudian hari terbukti bahwa skripsi ini merupakan duplikat, tiruan atau dibuatkan oleh orang lain secara keseluruhan atau sebagian, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.



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Pembimbing penulisan skripsi saudara Inna Nova Ayu denga NIM: 20400113051, mahasiswi Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul **"Improving Students' Vocabulary By Using Methods for Developing Kinesthetic Intelligence at the Second Grade Student 'at MTs Madani Alauddin"** memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Dengan persetujuan ini diberikan untuk dipergunakan dan diproses selanjutnya.

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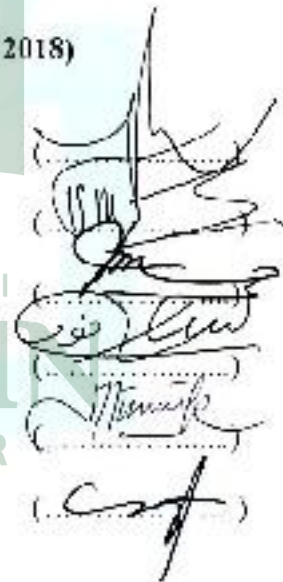
## PENGESAHAN SKRIPSI

Skripsi yang berjudul, *"Improving Students' Vocabulary By Using Methods For Developing Kinesthetic Intelligence At The Second Grade Students At MTs Madani Alauddin"*, yang disusun oleh Inna Nova Ayu NIM: 20400113051, mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diujikan dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Kamis, Tanggal 26 Maret 2018 bertepatan pada Tanggal 9 Rajab 1439 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan, Jurusan Pendidikan Bahasa Inggris dengan beberapa perbaikan.

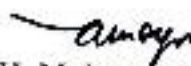
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As human being who constantly have faith and believe in Almighty, Let us continuously offer our praise and gratitude to Allah swt by saying Alhamdullilahi Rabbil Alamin for all blessing and mercy, because without blessing of Allah swt the writer will have never been able to start and complete writing this thesis. Salawat and Salam are addressed to the final and chosen messenger the prophet Muhammad saw who brought us from the darkness to the lightness.

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Eventually, the writer realizes that, this writing is still far from perfection and still needs suggestion and critic. Thus, enhancement for this writing is strongly needed.

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## LIST OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>PERNYATAAN KEASLIAN SKRIPSI.....</b>	<b>ii</b>
<b>PERSETUJUAN PEMBIMBING .....</b>	<b>iii</b>
<b>PENGESAHAN SKRIPSI .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>LIST OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>ABSTRACT .....</b>	<b>xi</b>
 <b>CHAPTER I : INTRODUCTION</b>	
A. Background.....	1
B. Problem Statemen.....	4
C. Objective of the Research.....	4
D. Significance of the Research .....	5
E. Scope of the Research .....	5
F. Operational Definition of Terms.....	6
 <b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. Literature Review of Related Findings.....	7
B. Partinent Ideas .....	8



C. Conceptual Framework.....	17
<b>CHAPTER III : RESEARCH METHOD</b>	
A. Research Design .....	19
B. Research Variable .....	21
C. Research Subject.....	21
D. Place Time of Conducting Research .....	21
E. Research Target .....	21
F. Research Instrument.....	22
G. Data Collection Procedure.....	22
H. Technique of Data Analysis .....	27
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b>	
A. Findings .....	31
B. Discussions .....	47
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	53
B. Suggestion .....	55
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

Table 1 Classification of Students' Score.....	28
Table 2 The From of Observation Sheet.....	30
Table 3 The Result of the Students' Improvement in Vocabulary.....	36
Table 4 The Students' Classification Improvement in Noun.....	38
Table 5 The Students' Classification Improvement in Verb.....	41
Table 6 The Students' Classification Improvement in Adjective.....	43
Table 7 The Result on The Observation in Cycle I, Cycle II and Cycle III.....	47



## LIST OF FIGURES

Figure 1 The Students' clasification Improvements in Noun.....	39
Figure 2 The Students' clasification Improvements in Verb.....	42
Figure 3 The Students' clasification Improvements in Adjective.....	45
Figure 4 The Observation Students' in Cycle I, Cycle II and Cycle III.....	47



## ABSTRACT

**Name** : Inna Nova Ayu  
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**Title** : *Improving Students' Vocabulary By Using Methods For Developing Kinesthetic Intelligence at the Second Grade Students' at Mts Madani Alauddin.*  
**Consultant I** : Dr. Muhammad Yaumi, M. Hum., M.A.  
**Consultant II** : Sophia Azhar, S.Ag., M.Pd.

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This research aimed to explain the improvement of the students' vocabulary in terms of noun, verb and adjective. The method of this research was Classroom Action Research which consisted of three cycles. One cycle consisted of three meetings and pre cycle consisted of one meeting to test Diagnosist. It means that, there were ten meetings for three cycles and test Diagnosist. This calassroom action research was done at class VIII A of MTs Madani Alauddin. The subject of this research was class VIII A in 2017/2018 academic year with 33 students. Those consisted of 15 famales and 18 males. The instruments of this research were vocabulary test and observation sheet. The research findings indicated that, the application of Methods for Developng kinesthetic Intelligence was significant improved the students' vocabulary in terms of noun, verb and adjective. In term of noun was proved by the mean score of cycle II was 6.5 then improved to be 7.9 in cycle III. They were higher than the mean score of diagnostic test, that was 4.6. in terms of verb was proved by the mean score of cycle II was 6.9 then improved to be 7.7 in cycle III. They were higher than the mean score of diagnostic test that was 4.1. While in term adjective was provided by the mean score of cycle II was 6.9 than improved to be 7.8 in cycle III. They were higher then the mean score of diagnostic test, that was 4.1. The percentage of students' improvement in vocabulary through Methods for Develoing Kinesthetic Intelligence in understanding noun was 71.7%, in understanding verb was 87.8%, where in understanding adjective was 90.2%. The average improvement in noun, verb and adjective was 756.6%.

## CHAPTER I

### INTRODUCTION

#### A. Background

In building language skills, vocabulary plays a critical role in peoples lives and future possibilities. Vocabulary is significant factor in language teaching since words played an important role in expressing our feeling, emotions, and ideas to other during the act of communication. Vocabulary knowledge is one of the best single predictors of reading comprehension.<sup>1</sup>

With vocabulary, people can communicate their ideas, emotions, feelings and desires. Without mastering vocabulary, people were not to used the language effectively. It is Hard for people to express their idea in English to other people without vocabulary.<sup>2</sup> Vocabulary has a fundamental need for supporting learners to master English.<sup>3</sup> It is obvious that vocabulary has an important rule in the human communication process, so with the process of relationship between beings, as explained from Anas bin Malik *radhiyallahu ‘anhu* said. That the messenger of Allaah Sallahu’ Alaihi Wasallam said:

رَحِمَهُ فَلْيَصِلْ ، أَثَرُهُ فِي لَهُ يَنْسَأُ وَأَنْ ، رَزَقِهِ فِي لَهُ يُبْسَطُ أَنْ أَحَبَّ مَنْ

*“Whoever loves that he be granted more wealth and that his lease of life be prolonged then he should keep good relations with his kith and kin.”<sup>4</sup>*

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<sup>1</sup>Beck, *The Vocabulary-enriched classroom*, (New York: Guildford Press, 2002), P.78.

<sup>2</sup>Wilkins, *Linguistic in Language Teaching*, (London: Edward Arnold, 1978), P.111.

<sup>3</sup> Dewey, *Experience And Education*, (New York: Collier 1939), P. 7.

<sup>4</sup>Almanha, “*Betapa Penting Menyambungkan Silatirahmi*”. 9th of agustus.

<http://Almanhaj.or.id/2658>.

The above Hadith makes it clear that Allah the Almighty instructs us to then strengthen the relationship of our fellow human beings and other creatures so Allah promises us luck and our age is clear. Humans can do this through the process of communication with the course of using a good speech and polite. Apart from good communication in order to establish relationships among human beings, in the process of learning is also required to establish a good communication process as well. More specifically for the student who wants to communicate well in English. They were demanded to have a good vocabulary knowledge. Unfortunately, some students were still lack of vocabulary. This is evident from some of the experiences of the researcher while teaching in English at MTs Madani Alauddin.

There were many among them who often asked the teacher about the vocabulary, other evidence suggests a lack of vocabulary in learning refers to some of the data that has been previously researched collected during the teaching in English that from 33 students who tested about vocabulary. Only 8 students got standard it was 70 points while 25 students did not achieve standards. Besides my previous observation or strategies of teaching in English especially vocabulary, it was lack of creativity and simply memorizing vocabulary alone that causes the students were not motivated in learning in English.

The researcher then considers to find an appropriate solution to solve it. In this case, the researcher firstly collected some resources that was

related to vocabulary and problem faced by the students. The researcher attempt to find an appropriate teaching method of vocabulary, it's done because there are many types of vocabulary teaching method used in the learning process less creative. This study, the researcher tried to pick out two methods of the five methods in developing kinesthetic intelligence for learners which was applied in the process of learning, that are Pantomime and Role Play. The methods chosen by the researcher after finding some problems, then observe the problem, consider these issues as well as customizing language learning situations that are taught so that the methods used were later able to improve students' vocabulary. Kinesthetic learning style can illustrate that, the stimulation of nerves in the muscles of the body, brain, joints and tendons in humans. This is perfect for creating a new vocabulary against students. Researchers of this studied was highly recommend to try the repair knowledge and students achievement are primarily language learning like vocabulary as a base to launch English in language knowledge in particular.<sup>5</sup>

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<sup>5</sup> Tappi': "*Improving The Students' Vocabulary Through Kinesthetic Method*" (Makassar: A thesis faculty of teacher training and education makassar muhammadiyah university, 2012),P.2.



**B. Research Problem**

Based on the background, the researcher formulates the problem statement, as follows:

1. Does the application of methods for developing kinesthetic intelligence improve the students' vocabulary at the Second Grade Student at MTs Madani Alauddin?
2. How is the improvement of students' vocabulary taught by using methods for developing kinesthetic intelligence at the Second Grade Student at MTs Madani Alauddin?

**C. Research Objective**

Based the problem statement, the objective of this research that is hoped to be achieved are:

1. To describe the application of methods for developing Kinesthetic Intelligence to improve the students' vocabulary at the second Grade Student at MTs Madani Alauddin.
2. To improve the students vocabulary through methods for developing Kinesthetic Intelligence at the second Grade Student at MTs Madani Alauddin.

#### **D. Research Significance**

##### 1. Theoretical significance

The result of this research was expected to be useful and helpful information and contribution for the teachers and readers, especially for the students and teachers of English in ordered to create effective and efficient learning.

##### 2. Practical significance

###### a. For teachers

This research was expected to gave positive result in teaching learning vocabulary.

###### b. For student

This research was expected to increase the students' vocabulary.

###### c. For researcher

This research was expected to the other researchers who want to conduct more complex research specially in classroom action research.

#### **E. Research Scope**

This research was limited by using two methods such as *Pantomime* and *Role play* for developing kinesthetic intelligence to improve the students' vocabulary. The scope of this study was restricted to build up the students' vocabulary in terms of noun (concrete noun), adjective (descriptive adjective) and verb (full verb) at class VIII at MTs Madani Alauddin.

## **F. Operational Definition of Terms**

### **1. Improvement**

Improvement is a process or an attempt to increase the level, quality, skill, and ability of the students' vocabulary to be better.

### **2. Students' Vocabulary**

Vocabulary is the set of words or phrases that has meaning to used student in communication to express their feelings and thoughts in the learning process.

### **3. Methods for Developing Kinesthetic intelligence**

Methods for Developing Kinesthetic intelligence is a method used to cultivate and developed the students' kinesthetic intelligence and used as a methods of learning in developing students' knowledge vocabulary.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous of Related Findings

Sugiana Teaching Vocabulary Through Total Physical Response Method to the first Years Students' of SLTP Negeri 3 Watampone. The reseacher found that total physical response as a method can be used to improve the students' vocabulary.<sup>6</sup>

Nilawati reported that mastery of the students' vocabulary improved after the puppets was giving. It was supported by the significant result of the pre test that was lower (56.64%) than post-test (96.19%).<sup>7</sup>

Anita and Nurpahmi sugessted that Buzzword Technique could be used in teaching students' vocabulary. So the researcher concluded that using Buzzword Technique was effective and interesting in teaching Vocabulary.<sup>8</sup>

Winda and Aliyah found that using Englishleap website was effective in improving students' vocabulay mastery at the tenth grade students of MA Madani Alauddin Pao-pao. Therefore, English teacher may use the Englishleap website in teaching process, because it can make the

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<sup>6</sup>Sugiana, Andi: *"Teaching Vocabulary Through Total Physical Method To the First Years Students of SLTP Negeri 3 Watampone"* (Makassar: Skripsi Faculty Of Teacher Training and Education Makassar Muhammadiyah University, 2008), P.24.

<sup>7</sup>Nilawati. *"The Effectiveness of Teaching Vocabulary By Using Puppet At Elementary School Students"*. 20<sup>th</sup> of January.

<sup>8</sup>Anita and Nurpahmi, *"Using Buzzword Technique in the Teaching of Vocabulary to the Seventh Grade Students of SMPN 1 Turatea Jeneponto Regency"*. ETERNAL (English, Teaching, Learning, Research Journal). Vol. 02 Num. 02, December 2016, P.209.

learning process more enjoyable, fun and effective.<sup>9</sup>

Relating to the findings before, the researcher assumes that, applying two methods for developing kinesthetic intelligence can improve the students' vocabulary ability at MTs Madani Alauddin.

## **B. Partinent Ideas**

### ***1. Concepts of Vocabulary***

#### ***a. Definition of Vocabulary***

Vocabularies are all the words that someone knows, learners or user, the words in particularly of language, a list with explanation their meaning in a book for learning foreign language. Vocabulary as book containing at list of words used or knowd to particular person, and a list or collection of words or phrases of language. Explanation their meaning in a book for learning foreign language.<sup>10</sup>

Vocabulary building are a microcosm of the larger process of literacy building, just as the brain's cortical processing at the early stages of learning to read is not the same as the cortical processing of the skilled reader, learning vocabulary building strategies modifies brain functions in systematic, predictable ways as enriched vocabulary become evident in reading comprehension,

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<sup>9</sup>Winda and aliyah, "Using Englishlep Website In Teaching Vocabulary: A Study at Madani Alauddin Paopao, ETERNAL (English, Teaching, Learning, Research Journal). Vol. 03 Num. 01, June 2017, P.78.

<sup>10</sup>Hornby, *Oxford Advanced Learners Dictionar of Current English 3rd Edition*, ( New York: Oxford University Press, 1963), P.3.

verbal language, and writing.

*b. Kind of Vocabulary*

Commonly people know that, there are only two kinds of vocabulary, they are active and passive. Active vocabulary, consist of the words which are easy to use in writing and speaking. While, passive vocabulary consist of the word, which are not usually part of one's speaking but which are recognize and understood when other read or listen to them.

There are two types of vocabulary:

- 1) Passive vocabulary refers to those that student will recognize when they meet them, but they will probably not be able to produce.
- 2) Active vocabulary refers to vocabulary that the students have learned.<sup>11</sup>

*c. Principles of Teaching and Learning Vocabulary*

In learning and teaching vocabulary there are six principles of teaching and learning vocabulary such as: 1) Aims, 2) Quantity, 3) Need, 4) Frequent exposure and repetition, 5) Situation and 6) Presentin in concept.

1) Aims

In teaching vocabulary have to be clear about our aims, how many of vocabularies listed we expect learners to be able to

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<sup>11</sup>Hermer, *The Practice of English Language Teaching*, (London: Logman, 2003), P.11.

do if it is not clear on this point; it will be difficult to assess how successful the vocabulary learning has been.<sup>12</sup>

## 2) Quantity

Having decided on what is involved in vocabulary learning we may decide on the quantity of vocabulary to teach to become parts of student's active vocabulary, and then we put number will depend on number of factors varying from class to class and learners. When there still students may become confused, discouraged and frustrated.<sup>13</sup>

## 3) Need

It is necessary to know or select the words that the teaching to the student. It is based of the frequency and usefulness and of the various meaning of word. Student's background and language need.<sup>14</sup>

## 4) Frequent exposure and repetition

Certain amount of repetition is necessary and there must be evidence as indicator to see the students' achievement in learning. Teacher should measure recognition and production skills.<sup>15</sup>

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<sup>12</sup>Rismawati: "Using flascard in Teaching Vocabulary" (Makassar: A Thesis FKIP Unismuh, 2004), P.10.

<sup>13</sup>Darti: "Using Personal Vocabulary Notes (PVN) Technique to Develop Students' Vocabulary" (Makassar: A Thesis Unismuh, 2012), P.11.

<sup>14</sup>Fatmawati Rasyid: "Enriching the Students' Vocabulary Through Personal Vocabulary Notes" (Makassar: A Thesis Unismuh, 2011), P.12.

<sup>15</sup>Fifi Surfani: "Improving the Students Vocabulary Mastery Through Concept Mapping Strategy" (Makassar: A Thesis Unismuh, 2012), P.25.



## 5) Situation and context

It is important for the students to know the students to know the usual context the words occur from the very beginning the word must appear in the natural environment as it was among the words normally.<sup>16</sup>

## 6) Presentin in concept

Students should know the vocabulary taught the concept of words that are taught and situations at time of the teaching and learning process takes place.<sup>17</sup>

## 2. Concepts of Kinesthetic

### a. Definition of kinesthetic

Kinesthetic Intelligence is the capacity to use your complete body in expressing ideas and feelings such as actor, athlete, dancer, mime, including the facility to use your hands to create or transform things such as artistic painter, mechanic, sculptor, surgeon. Students with Kinesthetic Intelligence have these physical-based skills: coordination - harmonious functioning of muscles, balance, dexterity - grace in physical movement, muscle strength, flexibility, speed, and sensitivity of touch.<sup>18</sup>

Kinesthetic Intelligence is the ability to control body

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<sup>16</sup>Musdahika: “*Improving Students’ Vocabulary Chievement in Listening by Using Audio Lingual Method*” (Makassar: A Thesis Unismuh, 2012), P.10.

<sup>17</sup>Mastura, “*The Use of Semantic Marp Technique In Improving The Students’ Vocabulary*” (Makassar: A thesis FBS UNM, 1983)

<sup>18</sup>Ivy Academy. “*Bodily - Kinesthetic Intelligence*”. 20<sup>th</sup> of January.  
<https://letsgetengaged.wikispaces.com/file/view/Bodily-Kinesthetic+Intelligence.pdf>

movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. Through interacting with the space around them, they were able to remain and process information. They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. You can tell these kinesthetic kids by their difficulty sitting still or staying in their seat, use body gestures and physical movement to express themselves, good at sports, well coordinated physically, likes to invent things, put things together, take things apart; likes to demonstrate to others how to do something.

Gardner notes that, the Kinesthetic Intelligences did not widely develop in our culture. Outside of sports, it is not highly valued, most important as a form of expression. In children, Kinesthetic has not yet atrophied; they naturally use it in their actions, explorations, expressiveness, and communication. It appears that this area of intelligence is more engaged and accessible when we are children. Teachers tend to think that way-preprimary classrooms are the most active, allowing kids multiple opportunities to explore. Kids can't move enough, but as we grow and mature, adults won't move at all.

### b. *Benefits of Kinesthetic Intelligence*

The Kinesthetic intelligence is indicated by person's ability to build important relationships between mind and body, which allows the body to manipulate objects or created movement. Biologically armpits all babies born in a state of helplessness, then gradually evolved to show a variety of movement patterns, face down, stand, walk, and then run, even in the teenage years developing the ability to swim and acrobatics. This intelligence is very important because it is useful to Improved psychomotor abilities, improve social skills and sportsmanship, to build confidence and self-esteem and improve health.<sup>19</sup>

### c. *Characteristics Of Kinesthetic Intelligence*

According to Apriani Anggelina there are several characteristics which belonged to individuals who show with kinesthetic Intelligence likes to behave related movements such as hand movements, body, legs, and other body movements, looks on, like mimic the movements and behaviors that attract the attention of people, like the related activities such as origami craft hand skills, sewing, and other hand made crafts, has the ability of balance in movement , the spirit of doing things, and visible prominence in the physical ability.<sup>20</sup>

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<sup>19</sup>Muis said, *op.cit.*, P.122.

<sup>20</sup>Tadkirroatun Musfiroh. “*Multiple Intelligences*”. 20<sup>th</sup> of January.  
<http://staff.uny.ac.id/sites/default/files/tmp/MULTIPLE%20INTELLIGENCES%20III.pdf>.

d. *Definition of Methods For Developing Kinesthetic Intelligence*

“Methods for Developing Kinesthetic Intelligence is a methods used to cultivate and developing the students’ kinesthetic intelligence and is used as a methods of learning in developing students’ knowledge vocabulary”.

e. *Methods for Developing Kinesthetic Intelligence*

“In applying a particular learning vocabulary there are two Methods for Developing Kinesthetic Intelligence that can be applied is the pantomime and role play”.

**1. *Pantomime***

In the Encyclopedia Academic Grolier it is that pantomime is a story, a theme, narrated or developed through expressive gestures and faces. Pantomime is the art of performances expressed through its basic characteristics when people make gestures or in general speaking mute.<sup>21</sup>

Pantomime is the ability teatrical played with language acts. The art of mime is an art that seeks to represent the thoughts, feelings, and actions of one person to another. The messages conveyed in mime easier to understand than verbal language. In addition, the learning process.<sup>22</sup>

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<sup>21</sup>Indra Sabaruddin Robert, “*Penggunaan Seni Pantomim untuk Meningkatkan Kemampuan Mengarang pada Anak Tunarungu di SLBM Taruna Mandiri Kabupaten Kuningan*”. Universitas Pendidikan Islam. 2013

<sup>22</sup>Muhammad Yaumi and Nurdin Ibrahim, *Kecerdasan Jamak*. (Jakarta: Prenadamedia Group, 2016), P.109-110.

Learners who do a movement consciously and able to contribute will be stored much longer to memorise and more impressed. Therefore discussing intelligence learning activities, such as kinesthetic pantomime is an activity that is primarily in learning in convey information relating to the deployment and content. It is based on the principle of referring to the language of pantomime going on, where there are five movements include: a) The movement refers to actions, b) The movement refers to a character, c) Movement referring to instinct or a sense of people, d) Descriptive movement, and e) Complementary movements.<sup>23</sup>

## **2. Role Play**

Role play is a method to investigate the issues contained in a complex social situation.<sup>24</sup> Role play can be used in the classroom or outside the classroom to understand literature, history and even in relation to science. Role play is also understood as a form of the game that portrays the character of a person in relation to story ideas.<sup>25</sup> Players are responsible for acting in accordance with the apparent role played either by acting absolutely as well as through the process of making decisions in structural or character development.

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<sup>23</sup>Aubert, *The Art of Pantomime*, (New York: Henry Holt and Company, 2005), P.110.

<sup>24</sup>Blatner. "Role Playing in Education". 14th of March.

<http://www.batner.com/adam/pdntbk/rlpayedu.htm>

<sup>25</sup>Fhwa. "Role Play". 14th of March. <http://www.Fhwa.dot.gov/reports/pittd/role-play.htm>

In relation to learning activities of role play, one of the leading psychologists, Jian Piaget, described the two models of learning that needs to be integrated into the teaching and learning process, such as assimilation and accommodation. Learn in the assimilation process likened charging concept map about the world, whereas in accommodation likened as an attempt to modify, develop, or adapt the concept map is co-exist or each other simultaneously, but to learn the different types of emphasis on one or other types of learning.

Live and memorize something tend to emphasize the process of assimilation. As for learning tree climbing, swimming or riding a bicycle emphasizes the process of accommodation. So, learn through the process of assimilation tend to make a person forget fast, but the learning process through the strengthening of the impact of the accommodation means so much in a person's memory.

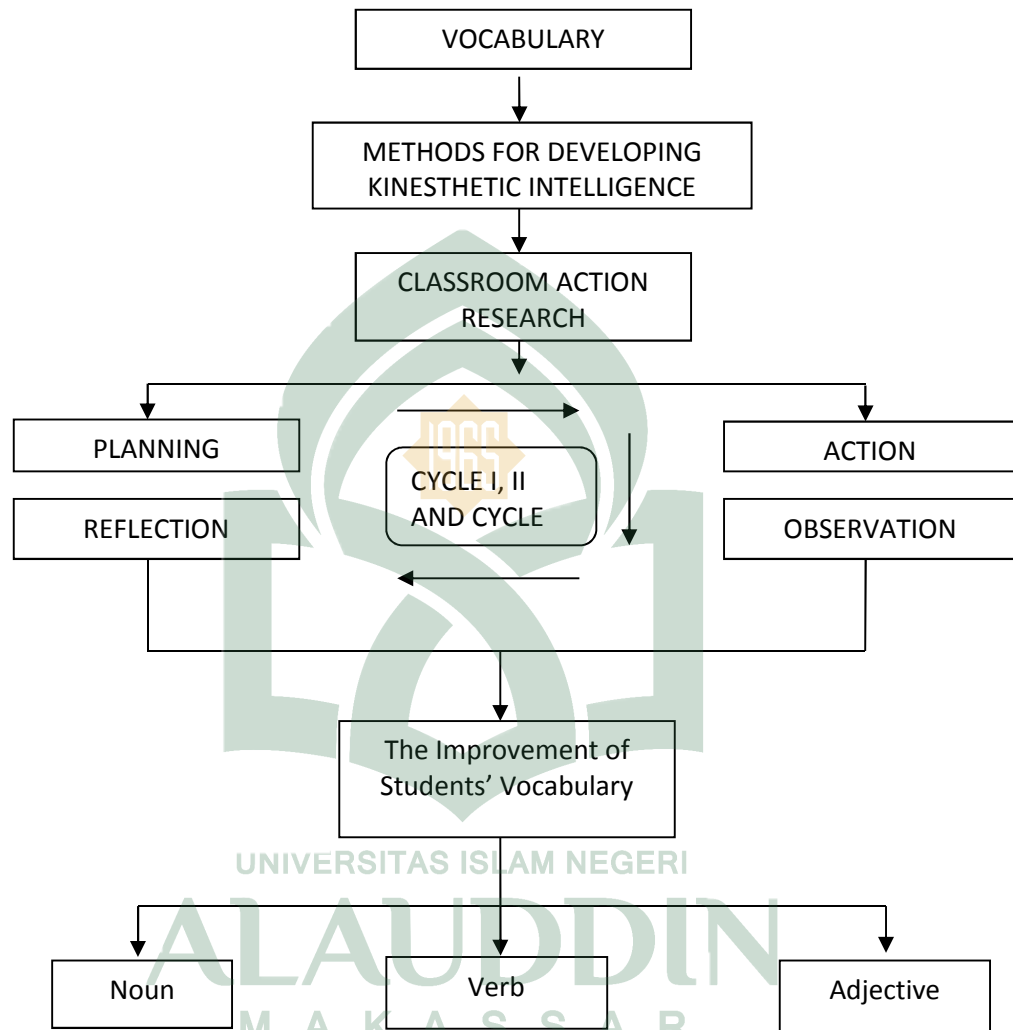
Therefore, the activity of learning to role play, in addition to applying the process of assimilation, may also explain the process of accommodation, so that the resulting learning impact on memorization at once gives a strengthening means in real life.<sup>26</sup>

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<sup>26</sup>Muhammad Yaumi and Nurdin Ibrahim, *op.cit.*, P.107.

### C. Conceptual Framework

The conceptual framework underlying in this research was giving in the following diagram.



The methods that can improve students' ability in vocabulary are Methods for Developing Kinesthetic Intelligence. These are methods in learning vocabulary which use colloquial expression and movement or the simple words then in is memorizing vocabulary by expression and doing, touching and feeling. These methods are suitable to apply in the classroom,



especially in teaching English vocabulary, where it is expected to improve students' ability in learning vocabulary.

In this research was used classroom action research (CAR) method. It aims to improve students' ability in vocabulary by using kinesthetic method. In classroom action research consists of three cycles and steps, plans, actions, observations, and reflections.

Teaching and learning activity, many factors that can improve the students' ability in vocabulary, one of them is using Methods for Developing Kinesthetic Intelligence. The output of the research is expected student to have significant improvement ability in vocabulary among noun, verb, and adjective.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used Classroom Action Research (CAR) method. It aims to improve the students' vocabulary at the class VIII at MTs Madani Alauddin using Methods for Developing Kinesthetic Intelligence. The research model that was used in this research is a spiral model by Kemmis and Tnanggart. This classroom action research consists of four steps: planning, action, observation, and reflection consisting in three cycles.

The spiral model by Kemmis and Taggart is the model most interested by previous researchers and researcher was used spiral model because the stages of the research process is detail, directed, and the model of this research is carried out continuously if found deficiency and not the creation of targets that have been determined then made improvements in the planning and implementation of the next cycle, to achieve targets and objectives of improvements and changes in student of learning is effective and efficient, the stages in this studied, they are:

##### 1. Planning

This step, the researcher was prepared what the students have to dose in the action step. All planning was involved lesson plan, media or teaching aids, observation sheet imstruments test.

## 2. Action

After planning the concept, the researcher was carried out the treatment referring to the plan that have been made then the researcher was conduct the treatment.

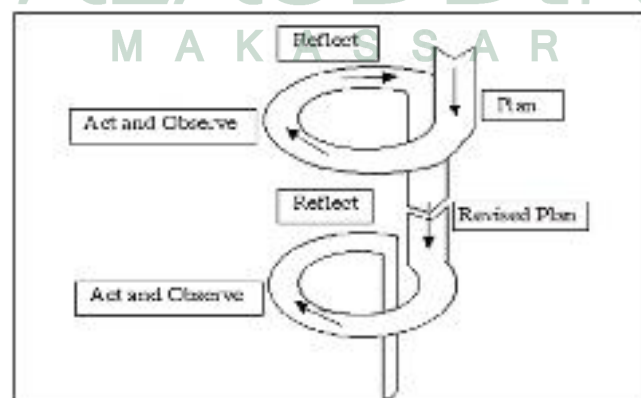
## 3. Observation

Observation was an activity of observing the data collection in order to know what was extended on the action activities that have reached the objectives of the studied. In this step, the researcher analyzed the data collection during the treatment.

## 4. Reflection

Reflection is used to prepare action planning after the application of action before it was completed next action that have been planned. It is process of gave judgement and response to ward the action done in the class. Through reflection, the action was evaluated and the result of data was checked to make conclusion.

Clearly show in the following cycle scheme below:



## **B. Research Variable**

There are two variables of this research, named independent and dependent variables. The independent variable is improving vocabulary by using Methods for Developing Kinesthetic Intelligence especially in term of noun, verb and adjective and dependent variable is the students' vocabulary.

## **C. Research Subject**

The subject of this research was the student at MTs Madani Alauddin they are in one class. The amount of the subject are 33 students which consist of 15 females and 18 males.

## **D. Place and Time of Conducting Research**

The classroom action research was conducted at MTs Madani Alauddin regency in 2017/2018 academic year. This research time is determined base on school academic calendar because classroom action research require three cycles.

## **E. Research Target**

This research, the cycle was conducted until the target of research achieved. The indicators of achivement target for this research deal with the indicator minimal criteria completeness from school. So, if the students' score more than 70 it assumes as the successfulness.

## **F. Research Instrument**

The instruments used of this research were:

### **1. Test**

Test was a series of questions or exercises as well as other equipment used to measure the skills, knowledge, intelligence, ability or talents of individual or groups. Test used for measuring the students' achievement on vocabulary and understanding of material.

### **2. Observation Sheet**

The guidelines consisted of a list of the students' activities that have observed during learning process. It was used to identify whether using Methods for Developing Kinesthetic Intelligence could overcome the students' problems and improve the students' vocabulary.

There were some aspects observed in the teaching and learning process. Influence Methods for Developing Kinesthetic Intelligence to increase and improve students' vocabulary, experiences, opinion, interest students to learn vocabulary by using Methods for Developing Kinesthetic Intelligence and name of the students'.

## **G. Data Collection Procedure**

The data source of this research is the student at MTs Madani Alauddin. The result of student data was take by giving the test to the students.

## Cycle 1

### 1. Planning

- a. Made a lesson plan.
- b. Prepare teaching material.
- c. prepare teaching medium.
- d. prepare research instrument.
- e. prepare observation sheet.

### 2. Action

- a. The teacher explained vocabulary and kinesthetic intelligence.
- b. The teacher explained Methods of Developing Kinesthetic Intelligence.
- c. The teacher explained more on how to used Method of Developing Kinesthetic Intelligence such as *Pantomime*.
- d. The students were divided into groups then each group is given *Flashcards*.
- e. All groups practice the words of nouns, verbs, and adjectives. The members of groups gives time to guess the vocabulary on display.
- f. After that, the teacher gives some values to each group by looking at their work.
- g. The teacher reevaluates the lesson by giving some questions and explained about some unpredictable vocabulary.

### 3. Observation

Identification and made note all of the problems that teacher needs when teaching and learning process was continue base on observation sheet and giving students chance to got suggestions and questions in action research.

### 4. Reflection

The result of the final data was continued in the analysis and can be reflected after the action research. Then analyzes whether the method used when doing research of vocabulary knowledge of students' increase or not.

## Cycle 2

### 1. Planning

- a. Made lesson plan.
- b. Prepare teaching material.
- c. prepare teaching medium.
- d. prepare research instrument.
- e. prepare observation sheet.

### 2. Action

- a. Teacher re-explained about vocabulary and kinesthetic intelligence.
- b. The teacher explained about Method for Developing Kinesthetic Intelligence that is role play.
- c. The teacher explained about material greeting and how to response.
- d. The Students' was divided into groups in pairs, then all groups is given material about conversations of *Brithday*, *Job* and *New year* theme.



- e. All groups was asked to demonstrate in *Role play* of conversations
- f. The Students wrote the nouns, verbs and adjectives that was found.
- g. The teacher re-evaluated the lesson by giving some questions and explanations about some unpredictable vocabulary.
- h. The teacher goves some assessments.

### 3. Observation

Identification and made note all of the problems that teacher needs when teaching and learning process was continue base on observation sheet and giving students chance to got suggestions and questions in action research.

### 4. Reflection

The result of the final data was continued in the analysis and can be reflected after the action research. Then analyzed whether the method used when doing research of vocabulary knowledge of students' increase or not.

## Cycle 3

### 1. Planning

- a. Made lesson plan.
- b. Prepare teaching material.
- c. prepare teaching medium.
- d. prepare research instrument.
- e. prepare observation sheet.

## 2. Action

- a. Teacher re-explained about vocabulary and kinesthetic intelligence.
- b. The teacher explained about methods for developing kinesthetic intelligence.
- c. The teacher explains about materials, they are Countable and Uncountable Nouns, Regular and Irregular Verb and Compound adjective.
- d. The students demonstrated (Pantomime) of noun, verb and adjective that is specified by the teacher.
- e. The students identified and wrote noun, verb and adjective which is practiced as a stimulus learning process.
- f. The Students were divided into groups in pairs.
- g. Next, the teacher share some pictures base on materials.
- h. The students wrote down vocabulary (noun, verb and adjective), complemented of words and made the sentences base on materials.
- i. The students create a dialog associated.
- j. The last, the students were demonstated (Role play) of appropriate dialogues respectively.

## 3. Observation

Identification and made note all problems that teacher needs when teaching and learning process was running based on observation sheet that and giving chance to student to gave suggestion and question in action research.

#### 4. Reflection

Reflection was done to see the result of the third cycle action process then analyze, comprehend and make activity conclusion. The researcher analyzes the first cycle and second cycle to know whether or not the action of this cycle reaches criteria completeness standardization.

#### H. Technique of Data Analysis

This research, there were two kinds of data, such as qualitative and quantitative data. They are:

##### 1. Quantitative Data

The quantitative data was obtained from the result of the test that was carried out at the end of the cycles.

- a. Calculating the students' correct answer of test.<sup>27</sup>

$$\text{Score} = \frac{\text{Total correct answers}}{\text{Total test item}} \times 100.$$

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<sup>27</sup>Depdikbud, *Garis-Garis Besar Pengajaran Bahasa Inggris*. (Jakarta: Departemen Pendidikan dan Kebudayaan, 1985), P.5.

- b. Tabulated and classify the students' score into the following clarification.<sup>28</sup>

**Table 1. Classification of Students Score**

Classification	Score
Excellent	9.6 – 10
Very good	8.6 - 9.5
Good	8.5 - 7.6
Fairly Good	6.6 - 7.5
Fair	6.5 - 6.5
Poor	3.6 - 5.5
Very poor	0 - 3.5

- c. To know the percentage of the students' increase by applying the following formula:<sup>29</sup>

$$P = \frac{Fq}{N} \times 100\%$$

Where: P = Percentage

Fq = Frequency of Correct answer

N = The total number of the students

- d. The mean score of the students' find out by means following the formula:

$$\bar{X} = \frac{\sum X}{N}$$

<sup>28</sup>Depdikbud, *op. cit.*, P.25.

<sup>29</sup>Middin, *Improving the Students Vocabulary through TPR Method at the Second year os SMA Muhammadiyah Majang*. (Makassar: A thesis UMM,2011), P. 26.

Where:  $\bar{X}$  = The mean of score

$\Sigma X$  = The total correct answer

N = The number of students

e. To know percentage of students' improvement by applying the following formula :

$$(D\text{-Test} \rightarrow C1) \quad P = \frac{X_1 - (X_1 - P)}{X_1} \times 100\%$$

$$(C1 \rightarrow CII) \quad P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$(CII \rightarrow CIII) \quad P = \frac{X_3 - X_2}{X_2} \times 100\%$$

$$(D\text{-Test} \rightarrow C1II) \quad P = \frac{X_3 - (X_1 - P)}{X_1} \times 100\%$$

Notation:

P = Percentage of the students

$X_1$  = first Cycle

$X_2$  = Second Cycle

$X_3$  = Third Cycle

D-Test = Diagnostic Test

## 2. Qualitative Data

The qualitative data is taken from observation sheet being applied during the treatment in each cycle. Qualitative data is the data which in sentence forms that involve the information about learning activities, creativities, enthusiastic and interaction.

**Table 2: The Form of Observation Sheet**

<b>Aspect</b>	<b>Indicators</b>	<b>Percentage %</b>
<b><i>Learning Activities</i></b>	Students give explanations about the material being studied	
	Asking question to their teacher if there is an instruction which is not clear	
	Students Able to practice the material especially vocabulary	
	Answering the vocabulary that has been practiced	
<b><i>Creativity</i></b>	Summing up learning materials and activities.	
	Respond or answer questions from teachers or other students	
	Exploring their ideas	
<b><i>Interaction</i></b>	Active in following lessons	
	Able to work well with groups	
<b><i>Mean Score</i></b>		

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The finding Classroom Action Research deals with the answer of the problem statement, they are: Does the application of methods for developing kinesthetic intelligence and How is the improvement of students' vocabulary through methods for developing kinesthetic intelligence applying which it aims to improve students' vocabulary in term of noun, verb and adjective. The findings consisted of application Methods for Developing Kinesthetic Intelligence, students' improvement in vocabulary and observation result.

#### 1. Application of Methods for Developing Kinesthetic Intelligence

There are some steps to application of Methods for Developing Kinesthetic Intelligence to improve the students' vocabulary, as follows:

##### *a. Pre Cycle*

First, the researchers gave diagnostic test to the students before treatment is the researcher distributing the vocabulary sheet in the form of multiple choice. This aimed so that, the researcher knew how is the students' vocabulary at class VIII A MTs Madani Alauddin and as device compared for measure of improving students' vocabulary before and after treatment. There are 30 multiple choices given to students, 10 numbers for nouns and so on with verbs and adjectives. based on the data from the test results showed the lack of students' vocabulary in nouns, verbs and

adjectives therefore researchers have tried to applying Methods for Developing Kinesthetic Intelligence on the cycle one.

*b. First Cycle*

There are three meetings of this cycle, the researcher applying Methods for Developing Kinesthetic Intelligence that is *Pantomime*. In general there are three stages of learning activities of this methods like introduction, core activities and closing. Some steps to apply this method, they are: 1) The researcher explained vocabulary and Methods for Developing Kinesthetic Intelligence such as *Pantomime*, 2) The students was divided into groups then each group is given *Flashcards*, 3) All groups practice the words of nouns, verbs, and adjectives and the members of groups gave time to guess the vocabulary on display, 4) After that the researcher gave some values to each group by looking at their work, and the researcher re-evaluates the lesson by giving some questions and explained about unpredictable vocabulary.

After the researcher applying Methods for Developing Kinesthetic Intelligence, the researcher identified and made note all of the problems when the researcher found some problem of students' vocabulary after test vocabulary and observation sheet. At the beginning of the implementation of the first cycle has not been suitable with the planning yet, because some of student still passive in learning process and the research still difficult to create learning situation that enjoyable for the students, some students were difficult to understand about the Methods for Developing Kinesthetic



Intelligence, the students did not know how to extend their mind with new words. In this case, the researcher repairing the weakness in Cycle I, planning for Cycle II. To change the process from cycle I to cycle II the researcher did some efforts such as: a) The researcher given motivation in learning process, b) The researcher also gives guidance intensively to the students who have problem in learning process and given reward to the good students, c) The researcher prepares interesting material so that the students can motivation to study, d) The researcher given an ice breaking to trained of their kinesthetic intelligence, e) The teacher applying the Methods for Developing Kinesthetic Intelligence that is Role Play in the learning process.

c. *Second Cycle*

The cycle two, the researcher applying Methods for Developing Kinesthetic Intelligence that is Role play. There are some steps of this methods such as: 1) The researcher re-explained about vocabulary and Methods for Developing Kinesthetic Intelligence that is *Role play*, 2) The researcher explained about materials of greeting and how to response, 3) The students were divided into groups in pairs, all groups are given materials about conversations of *Birthday*, *Job*, and *New year* theme, 4) All groups were demonstrated in Role play of conversations, 5) The students wrote the nouns, verbs, and adjectives that was found, 6) The researcher re-evaluated the lesson by giving some questions and

explanations about some unpredictable vocabulary and the researcher gave some assessment.

After that, the researcher used to Methods for Developing Kinesthetic Intelligence like *Role play*, the researcher identification and made note all of the problems when the researcher found some problem of students' vocabulary after test vocabulary and observation sheet. In the second cycle, the researchers have not found a significant to improvement students' vocabulary, the researcher difficult to control class atmosphere because students focus on practice (*Role Play*) compared to existing materials and the students are still difficult to distinguish and classify vocabulary in terms on nouns, verbv and adjectives.

Therefore, the researcher strived to improve students' vocabulary knowledge in the third cycle, namely: a) The researcher applying two Methods for Developing Kinesthetic Intelligence they are *Pantomime* and *Role play* at each meeting, b) The researcher provided more interesting material to learners.

#### d. Third Cycle

The third cycle the researcher combined Methods for Developing Kinesthetic Intelligence that is *Pantomime* and *Role Play*, like the cycles before in this cycle there are some steps to applying this methods, that is:

- 1) The researcher re-explained about vocabulary and Methods for Developing Kinesthetic Intelligence,
- 2) The researcher explains about materials of Countable and Uncountable nouns, Regular and Irregular

verbs and Compound adjectives, 3) The students demonstrated in Pantomime of noun, verb, and adjective that is specified by the teacher, 4) The students identify and wrote noun, verb and adjective which is practiced as a stimulus learning process, 5) The students was divided into groups in pairs and the researcher share pictures base on material, 6) The students complemented, made and wrote down vocabulary of noun, verb and adjective base on material, 7) The students create a dialog associated and demonstrated of appropriate dialogues respectively.

But, in the third cycle the researcher found a significant improvement the students' vocabulary, the students already understand the methods for developing kinesthetic intelligence very well and the students were enjoyed and relax with this method in learning process. From the observation in cycle three researcher found that the result of the students after applying Methods for Developing Kinesthetic Intelligence in nouns, verbs and adjectives was improve very well. Teaching and learning situation more interesting, the students very active in learning process, and the students also easy to guess the vocabulary being modeled because they understood the method. Besides, the student could finish the assissment that researcher has given to them. Most of the student are motivated in asking question and giving answer. The situation and learning are effective and comfortable for the student.

## 2. Students Improvement in Vocabulary

The improvement of the students' vocabulary in terms of noun, verb and adjective of the Class VIII A at MTs Madani Alauddin through Methods for Developing Kinesthetic Intelligence. After testing at the first cycle, students show that almost of students are lacks of using noun, verb and adjective; It caused of the students never study intensively about nouns, verbs and adjectives and the students habit of using Indonesian language in the class room. Because this problem, the research work hard in the third cycle to solve it. In the third cycle after testing and observing the result show that, there is significance improvement in the first and second cycle. The students' vocabulary is improved.

### a. The Result of Students vocabulary

The mean score of the students' vocabulary at the Second year in Class VIII A of MTs Madani Alauddin by using Methods for Developing Kinesthetic Intelligence as result of the students' assessment, described as follow:

**Table: 3**  
**The result of Students' vocabulary in Using Nouns, Verbs and Adjectives**

No	Variables	MEAN SCORE				IMPROVEMENT			
		D-Test	Cycle I	Cycle II	Cycle III	DT CI	CI CII	CII CIII	DT CIII
1	NOUN	4.6	5.4	6.5	7.9	17.3%	20.3%	21.5%	71.7%
2	VERB	4.1	5.4	6.9	7.7	31.7%	27.7%	11.5%	87.8%
3	ADJ	4.1	5.2	6.9	7.8	26.8%	24.6%	13.04%	90.2%
4	$\sum x$	12.8	16	20.3	23.4	75.8%	72.6%	46.40%	249.7 %
5	$\bar{x}$	38.7	48.4	61.5	70.9	229.6%	220%	139.5%	756.6 %

Based on the table above, the researcher can explained that, the students' improvement in vocabulary using Methods for Developing Kinesthetic Intelligence in cycle I is still low with mean scores in term of noun is 5.4, verb is 5.4, and adjective is 5.2 and in the cycle II are 6.5 in term of noun, 6.9 for verb and 6.9 for adjective but in cycle III are 7.9 in term on noun, 7.7 for verb and 7.8 for adjective. The average score of noun, verb and adjective in cycle I is 5, cycle II is 6 and in Cycle III is 7 with the average improvement is 756.6%. It means that the student, improvement shows that, the progress from cycle 1 to cycle II and cycle II to cycle III after the researcher do some efforts.

The percentage improvement of the students' vocabulary in noun from D-Test to Cycle I is 17.3%, Cycle I to Cycle II is 20.3% and Cycle II to Cycle III is 21.5%. But from D-Test to Cycle III is 71.7%. The improvement of the students' vocabulary in term of verb from D-Test to Cycle I is 31.7%, Cycle I to Cycle II 27.7% and from Cycle II to Cycle III 11.5% But, D-Test II to Cycle III is 87.8%. While the improvement of students' vocabulary in term of adjective from D-Test to Cycle I is 26.8%, Cycle I to Cycle II is 24.6%, from Cycle II and Cycle III 13.04% and D-Test to Cycle III is 90.2%. The research concludes that is effective to used Kinesthetic as a method to improve the students' vocabulary.

*b. The Percentage of Students' Vocabulary Improvement in terms of Noun, Verb and Adjective.*

### 1. Noun

The application of methods for developing kinesthetic intelligence in improving the students' vocabulary the term of noun can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I, II and cycle III through the application of methods for developing kinesthetic intelligence in teaching and learning process.

**Table 4:**  
**Table of Students' classification Improvement in Noun**

No	Classification	Range	Non Kinesthetic		The Application Of Kinesthetic					
			D Test		Cycle I		Cycle II		Cycle III	
			Freq	%	Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0	3	9,09%
2	Very good	8.6 – 9.5	0	0	0	0	0	0	7	21%
3	Good	7.6 – 8.5	0	0	0	0	3	9.09%	13	39%
4	Fairly good	6.6 – 7.5	0	0	4	12%	13	39%	9	27%
5	Fair	5.6 – 6.5	10	30%	10	30%	13	39%	1	3,03%
6	Poor	3.6 – 5.5	15	45%	19	57%	4	12%	0	0
7	Very Poor	0 – 3.5	8	24%	0	0	0	0	0	0
Total			33	100	33	100	33	100	33	100

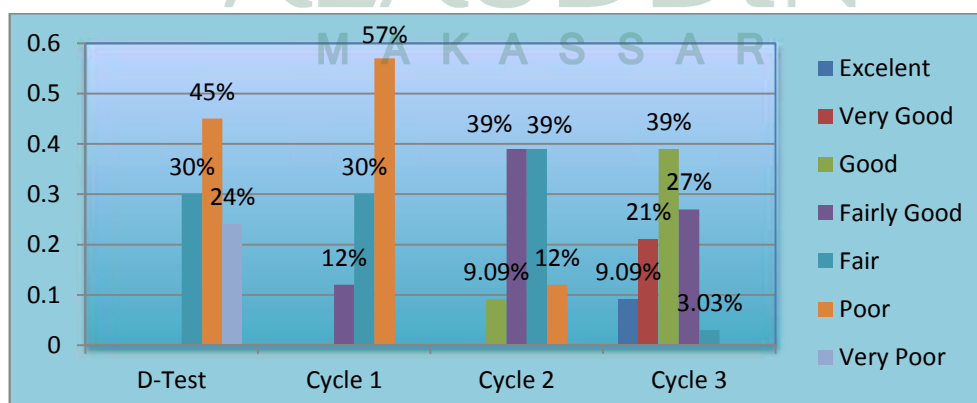
The table above showed that, the percentage of the students' noun in Diagnostic Test indicated that 10 (30%) students get fair, 15 (45%) students get poor and 8 (24%) students get very poor. After taking an action in cycle I by using Methods for Developing Kinesthetic Intelligence, the percentage of the students' verb to noun is (13.33%) students got good, 11 (39.28%) students fairly good, 10

(35.71%) students fair, 3 (10.71%) students poor and none of the students for the other classification.

In cycle II, the percentage of the students' verb to noun is 4 (12%) students poor, 13 (39%) students fairly good, 13 (39%) students fair and 4 (12%) students poor. Although in the cycle II the vocabulary increased in terms of nouns, but the researchers tried to improve the vocabulary of students in terms of nouns in cycle III, seen from the presentation of cycle II there are still 3 (9.09%) students to be good. In cycle III, the percentage of the students' verb to noun is 3 (9,09%) students got excellent, 7 (21%) students very good, 13 (39%) students good, 9 (27%) students and only 1 (3,03%) student fair.

The result before also proved that, the using Methods for Developing Kinesthetic Intelligence is able to improve the students' vocabulary in tern of noun where result of Cycle III is higher than cycle I, cycle II and Diagnostic test (Cycle III > Cycle II > Cycle I and Cycle I > Diagnostic test).

To know the percentage of the students' vocabulary improvement in noun clearly, following chart is presented:



**Figure 1: Chart of Students' Classification Improvement in Noun**

The chart above showed that, the result of the students' vocabulary improvement in terms of noun. After applying Methods for Developing Kinesthetic Intelligence in cycle I, II and cycle III, the result of students' vocabulary in terms of noun improves significantly where Cycle III is higher than D-Test, cycle I and cycle II. The students' noun improvement in cycle III is 9,09% categorized as excellent, 21% categorized as very good, 39% categorized as good, 27% as categorized as fairly good and 3,03% as categorized fair.

While in cycle II is lower than cycle III where the students' noun improvement in cycle II is 9,09% categorized as good, 39% categorized as fairly good, 39% as fair and 12% categorized as poor. The cycle I is lower than cycle II where the students' noun improvement in cycle I is 12% categorized as fairly good, 30% categorized as fair and 57% as fair. The D-Test is the lowest where the students' noun improvement is 30 % categorized as fair, 45% categorized as poor and 24% categorized as very poor.

## **2. Verb**

The application of Methods for Developing Kinesthetic Intelligence in improving the students' vocabulary in terms of verb can be seen the difference by considering the result of the students' Diagnostic-Test and the students' achievement after taking action in cycles through the application of Method for Developing Kinesthetic Intelligence in teaching and learning process.



**Table 5:****Table of the Students' Classification Improvement in Verb**

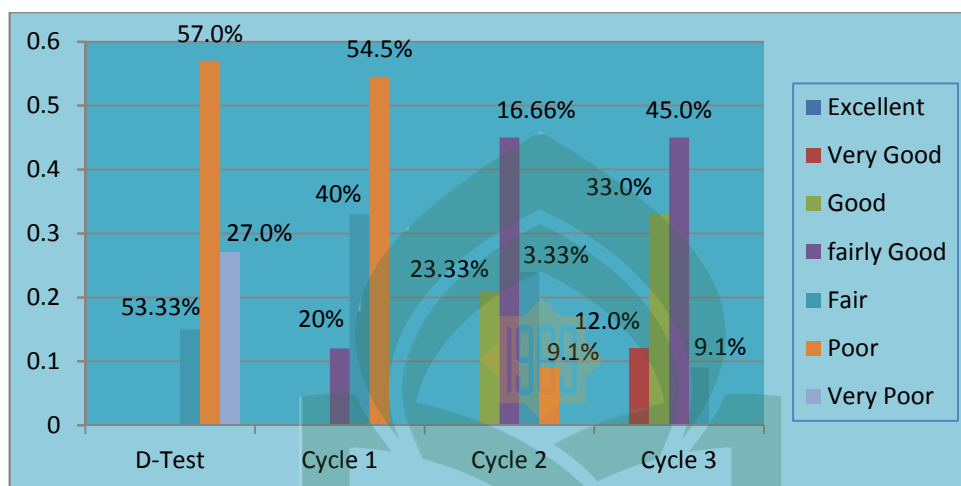
No	Classification	Range	Non Kinesthetic		The Application Of Kinesthetic					
			D Test		Cycle I		Cycle II		Cycle III	
			Freq	%	Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	0	0	4	12%
3	Good	7.6 – 8.5	0	0	0	0	7	21%	11	33%
4	Fairly good	6.6 – 7.5	0	0	4	12%	15	45%	15	45%
5	Fair	5.6 – 6.5	5	15%	11	33%	8	24%	3	9,09%
6	Poor	3.6 – 5.5	19	57%	18	54,54%	3	9,09%	0	0
7	Very Poor	0 – 3.5	9	27%	0	0	0	0	0	0
Total			33	100	33	100	33	100	33	100

The table above shows the percentage of the students' verb improvement in Diagnostic Test indicates that 5 (15%) students got fair, 19 (57%) students poor and 9 (27%) students very poor and none of student for the other classification. After taking action in cycle I by using methods for developing kinesthetic intelligence, the percentage of the students' verb improvement improves where 4 (12%) students fairly good, 11 (33%) students fair and 18 (54,54%) students poor and none of the student for the other classification.

In cycle II, the percentage of the students' verb improvement was higher than cycle I, where 7 (21%) students good, 15 (45%) students fairly good, 8 (24%) students fair and 3 (9,09%) students poor. Although in the cycle II the vocabulary increased in terms of verb, but the researchers tried to improve the vocabulary of students in terms of verb in cycle III, seen from the presentation of cycle II there are still 7 (21%) students to be good. In cycle III, the percentage of

the students' to verb is 4 (12%) students very good, 11 (33%) students good, 15 (45%) students fairly good and 3 (9,09%) students fair.

To see the percentage of the improvement of the students' vocabulary in the term of Verb clearly, the following chart is presented:



**Figure 2: Chart of Students' Classification Improvement in verb**

The premis chart showed that, the result of the students' vocabulary improvement in terms of verb. After applying Methods for Developing Kinesthetic Intelligence in cycle I, II and cycle III, the result of students' vocabulary in term of verb improves significantly where Cycle III is higher than D-Test, cycle I and cycle II. The students' verb improvement in cycle III is 12% categorized as very good, 33% categorized as good, 45% categorized as fairly good and 9,09% as categorized as fair.

In cycle II is lower than cycle III where the students' verb improvement in cycle II is 21% categorized as good, 45% categorized as fairy good, 24% categorized as fair and 9,09% categorized as poor. The cycle I is lower than cycle

II where the students' verb improvement in cycle I is 12% categorized as fairly good, 33% categorized as fair and 54,54% as poor.

The D-Test is the lowest where the students' verb improvement is 15 % categorized as fair, 57% categorized as poor and 27% categorized as very poor.

The result above proves that the use of Methods for Developing Kinesthetic Intelligence can improve the students' vocabulary in term of verb.

### 3. Adjective

The application of Methods for Developing Kinesthetic Intelligence in improving the students' vocabulary in terms of adjective can be seen the difference clearly by considering the result of the students' observation data and the students' knowledge after taking action in cycle I, II and cycle III through the application of Methods for Developing Kinesthetic Intelligence in teaching and learning process.

**Table 6:**

**Table of Students' Classification Improvement in Adjective**

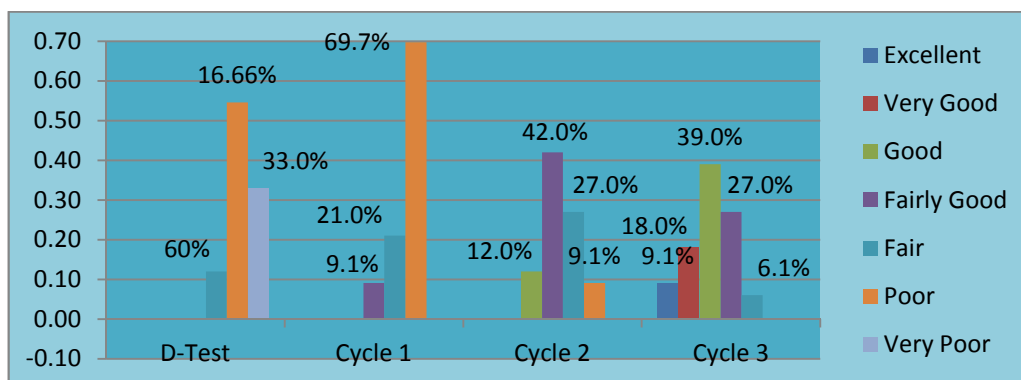
No	Classification	Range	Non Kinesthetic		The Application Of Kinesthetic					
			D Test		Cycle I		Cycle II		Cycle III	
			Freq	%	Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0	3	9,09 %
2	Very good	8.6 – 9.5	0	0	0	0	0	0	6	18%
3	Good	7.6 – 8.5	0	0	0	0	7	12%	13	39%
4	Fairly good	6.6 – 7.5	0	0	3	9,09 %	14	42%	9	27%
5	Fair	5.6 – 6.5	4	12%	7	21%	9	27%	2	6,06 %
6	Poor	3.6 – 5.5	18	54,5	23	69,6	3	9,09	0	0

				4%		9%		%		
7	Very Poor	0 – 3.5	11	33%	0	0	0	0	0	0
Total			33	100	33	100	33	100	33	100

The table above showed that, the percentage of the students' adjective in Diagnostic-Test indicated that, 4 (12%) students got fair, 18 (54,54%) students poor and 11 (33%) students very poor and none of student for the other classification. After taking action in cycle I by using Methods for Developing Kinesthetic Intelligence the percentage of the students' adjective is students (9,09%) fairly good, 9 students (21%) fair and 23 students (69.69%) poor and none for the other classification.

In cycle II, the percentage of the students' adjective are 7 (12%) students good, 14 (42%) students fairly good, 9 (27%) students fair and 3 (9.09%) students poor and none for the other classification. Although in the cycle II the vocabulary increased in terms of adjective, but the researchers tried to improve the vocabulary of students in terms of adjective in cycle III, seen from the presentation of cycle II there are still 7 (12%) students to be good. In cycle III, the percentage of the students' verb to adjective is 3 (9,09%) students excellent, 6 (18%) students very good, 13 (39%) students good, 9 (27%) students and 2 (6,06%) students fair.

To know the percentage of the students' adjective improvement clearly, following chart is presented:



**Figure 3: Chart of the Students' Classification Improvement in Adjective**

The chart above showed that, the result of the students' vocabulary improvement in terms of adjective. After applying Methods for Developing Kinesthetic Intelligence in cycle I, II and cycle III, the result of students' vocabulary in term of verb improves significantly where Cycle III is higher than D-Test, cycle I and cycle II. The students' adjective improvement in cycle III are 9,09% categorized as excellent, 18% categorized as very good, 39% categorized as good, 27% categorized as fairly good and 6,06% categorized as fair.

The cycle II is lower than cycle III where the students' adjective improvement in cycle II are 12% categorized as good, 42% categorized as fairly good, 27% categorized as fair and 9,09% categorized as poor. The cycle I is lower than cycle II where the students' adjective improvement in cycle I are 9,09% categorized as fairly good, 21% categorized as fair and 69,69% as poor.

The D-Test is the lowest where the students' adjective improvement are 12 % categorized as fair, 54,54% categorized as poor and 33% categorized as very poor. The result above proves that, the use of Methods for Developing Kinesthetic Intelligence can improve the students' vocabulary in term of adjective.

*c. The Result of The Observation in Cycle I, Cycle II and Cycle III*

**Table 7:**  
**The Result of The Observation in Cycle I, Cycle II and Cycle III**

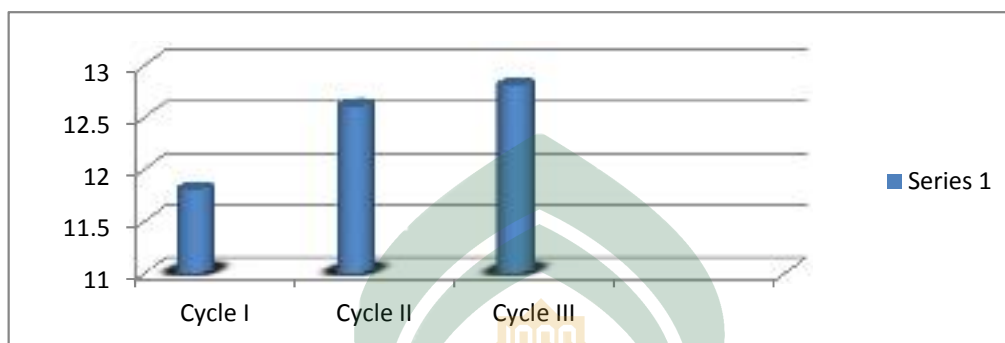
Aspect	Indicators	Percentage		
		Cycle 1	Cycle 2	Cycle 3
<b>Learning Activities</b>	Students give explanations about the material being studied	18.1	18.1	15.1
	Asking question to their teacher if there is an instruction which is not clear	30.3	39.3	39.3
	Students Able to practice the material especially vocabulary	66.6	81.8	81.8
	Answering the vocabulary that has been practiced	75.7	75.7	78.7
<b>Creativity</b>	Summing up learning materials and activities.	12.1	15.1	21.2
	Respond or answer questions from teachers or other students	30.3	45.4	45.4
	Exploring their ideas	21.2	21.2	24.2
<b>Interaction</b>	Active in following lessons	45.5	60.6	69.6
	Able to work well with groups	90.9	60.6	48.4
<b>Mean Score</b>		11.8	12.6	12.8

Based on the data above, there are many indicators that needed improvement. It made the teacher taught to explained things to them, it caused the teacher has to work hard to made and motivated the students to know and understand by using Methods for Developing Kinesthetic Intelligence and materials. There were some indicators that made the teacher disappointed because some students did not their assignments based on the teacher instruction.

In the Cycle I was found that 11.8%, and cycle II was found that 12.6% despite an increase in cycle II researchers tried and tried hard to improve aspects of the teacher's assessment during the learning process is aimed for Methods for Developing Kinesthetic Intelligence can applied to the purpose of the researcher and the material taught can be accepted and understood by the students. To cycle III was found 12.8%. So, in Cycle III there was a significant increase between

cycle I to cycle II and cycle II to Cycle III. This means that, in the cycle III there are changes based on indicators that is from aspects of learning activities, creativity and interact well between teachers with students.

The data above can also be shown in the graphic below:



**Figure 4: Chart of the Observations in cycle I, cycle II and Cycle III**

To show the increase of teaching and learning process in using Methods for Developing Kinesthetic Intelligence can be seen clearly that, the above graph shows the results of learning observations in improving the vocabulary of students and the learning process between cycle I to cycle II and cycle II to cycle III.

## **B. Discussion**

### **1. Applications of Methods for Developing Kinesthetic Intelligence**

Process of this research follows the rule of Class Action Research (CAR) where consists of four step, they are planning, action, observation and reflection in three cycle they are cycle I, cycle II and cycle III and pre cycle is the test diagnostic. Test diagnostic gave to the students' aims to know students' vocabulary before and after used Methods for Developing Kinesthetic Intelligence. This research continued to cycle III because the result in the cycle I and II is still not reaches the target that has been determined in the background.

After doing reflection in the cycle I and II, the researcher try to found the weakness in the cycle I and cycle II, The researcher continued the research up to cycle III with changed the activity more interesting in the researcher consolidate two Methods for Developing Kinesthetic Intelligence (*Role Paly* and *Pantomime*) so that, students could showed the improvement, in the first and second cycle the research gave less explanation about Methods for Developing Kinesthetic Intelligence to students' seemed like confused. But in cycle III the students really enjoyed the technique because the researcher gave explanation intensively and motivation when teaching and learning process.

#### *a. Pre Cycle*

The researcher gave test diagnostic to the students before treatment is the researcher distributing the vocabulary sheet in the form of multiple choice. This aims so that, the researcher knowed how is the students' vocabulary at class VIII A MTs Madani Alauddin and as device compared for measure of improving students' vocabulary before and after treatment. Based on the data of the test results showed the lack of students' vocabulary in nouns, verbs and adjectives therefore researchers have tried to applying Methods for Developing Kinesthetic Intelligence on the cycle one.

#### *b. First Cycle*

At the first cycle, the researchers found that, students difficult to guess and discover new words that were exhibited in Pantomime because of a lack of understanding of Methods for Developing Kinesthetic Intelligence and their lack of kinesthetic intelligence, so researcher tried to provide more intensive



explanations of the method and train kinesthetic intelligence they like giving ice breaking to create new movements and not rigid in demonstrating a vocabulary and of course the students no longer difficult to guess the words being exhibited. Researchers prepare themselves well before the second cycle. Researchers try to found flaws and strengths through reflection and observation activities at the end of the first cycle.

#### *c. Second Cycle*

The second cycle, the researchers re-explain the Methods for Developing Kinesthetic Intelligence, but in this cycle the researcher tries to apply *Role Play* in the process of learning vocabulary. Unlike the first cycle, the second cycle of researchers trying to provide materials that is more interesting than ever is the dialogue about greeting where students are divided into groups in pairs. This is done so that students can intensively practice the dialogue and at the end of the activity the students are asked to found and classify the words, work and nature contained in the dialogue.

However, at the end of the second cycle meeting, the researcher found a new problem that the number of students who can not distinguish the words, work and nature and students who tend to focus on the content of dialogue compared with new words in the dialogue so they are still passive in saying the words and it is difficult to memorize it.

#### *d. Third Cycle*

To solve this problem, the researcher did more effort and trived to found suitable and interesting materials to apply Methods for Developing Kinesthetic

Intelligence which is the researcher combining *Pantomime* and *Role play* in third cycle learning where the materials chosen by the researcher is more interesting and understandable than before.

Also, in this cycle the researchers focus the nouns, work and nature of each meeting by applying both about methods. At the beginning of observation of learning, researchers apply pantomime as the initial stimulus of learning in knowing new vocabulary and researchers continued to apply *Role play* as continuation of pantomime activity that is said previously exhibited the students are asked to string the word into a dialog then the students re-play the dialog in role play so at the end of memory learning about the words that the student finds can know in depth and meaning.

The result after applying action of two methods in learning vocabulary in nouns, verbs and adjective shows the students' score improve. This score is taken from correct answer in test and calculating by using in mean score and data analysis. After that the research used the score of test to found out the students improvement percentage. The students in using noun, verb and adjective in cycle I improved.

The result of cycle III in using Method for Developing Kinesthetic Intelligence showed that the students' improve. This score was taken from students' correct answer and calculating by using mean score in data analysis. After that, the research used the score of cycle I and cycle II to found out the students' improvement percentage. The students' improvement in using Method for Developing Kinesthetic Intelligence.

It means that, the students' vocabulary especially nouns, verbs and adjectives after using Kinesthetic Method in the classroom are the teaching and learning process. Using this method the students and the research are cooperate each order in improving students' knowledge.

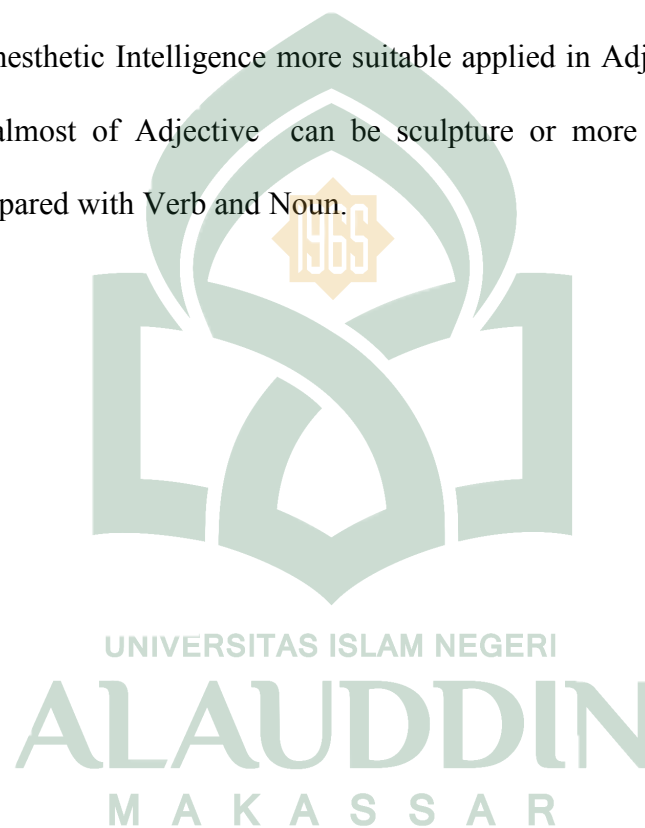
Based on the finding above shown that after calculating the students' correct answer, it shows the students' means score for noun, verbs and adjective. The students' vocabulary improvement by using Method for Developing Kinesthetic Intelligence.

## **2. Students Improvement in Vocabulary**

The research finding indicated that, the students' vocabulary improvement using Kinesthetic Method showed the significance improvement of the students' vocabulary. In noun, the improvement from D-Test to Cycle I is 17.3%, Cycle I to Cycle II is 20.3%, for Cycle II to Cycle III is 21.5% and D-Test to Cycle III is 27.7%. In verb, the improvement from D-Test to Cycle I is 31.7%, for Cycle I to Cycle II is 27.7%, Cycle II to Cycle III is 11.5% and from cycle D-Test to cycle III is 87.8%, And in adjective, the students' improvement from D-Test to cycle I is 26.8%, from Cycle I to Cycle II is 24.6%, from Cycle II to Cycle III is 13.04% and from D-Test to Cycle III is 90.2% The process covered about their understanding, achievement from lowhigh means score. The percentage of the number of students that got good score classification is rising in every cycle, it is showed in table and charts of students score classification.

From the finding above, we can see clearly the highest improvement happened in Adjective based on the result as follows: D-Test to Cycle I is 26.8%,

Cycle I to Cycle II is 24.6%, for Cycle II to Cycle III is 13.4% and from D-Test to Cycle III is 90.2%. second is Verb with percentage as follows; D-Test to Cycle I is 31.7%, Cycle I to Cycle II is 27.7%, for Cycle II to Cycle III is 11.5% and for D-test to Cycle III is 87.8%, and the lower result happened in noun with result; D-test to Cycle I is 17.3%, Cycle I to Cycle II is 20.3%, for cycle II to Cycle III is 21.5% and from D-Test to Cycle III is 71.7%, the conclusion is the Methods for Developing Kinesthetic Intelligence more suitable applied in Adjective. It is may be caused of almost of Adjective can be sculpture or more easy created in movement compared with Verb and Noun.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Base on the problem statemen this research, the researcher concluded through discussion and data analysis as follows:

##### 1. *Application of Methods For Developing Kinesthetic Intelligence*

The pre cycle the researcher giving test vocabulary to students in multiple choise to know students' vocabulay before applying Methods for Developing Kinesthetic Intelligence. In Classroom Action Research (CAR) there are three cycles to used, that are cycle 1, cycle 2 and cycle 3.

The first cycle the researcher using Methods for Developing Kinesthetic Intelligence that is *Pantomime*. Where, the researcher divided into groups and gave some *flashcard* to contains of vocabulary in terms of nouns, verbs and adjectives, actor by the groups applications to word in the flascard, while the researcher assissment to students'.

The second cycle the researcher using Role play as the methods for Developing Kinesthetic Intelligence to learning vocabulary, the researcher explained material is greeting card and how to respons and the students practic in Role play about conversations about Britday, Job and New year theme and the last the students wrote the words of noun, verb and adjective and the and the researcher gave same assissment to students after opservation sheet.

The third cycle the researcher combination two methods that are *Pantomime* and *Role play*. The first the researcher explains about materials

Countable and Uncountable noun, Regular and Irregular Verb and Compound Adjective, the students demonstrated of vocabulary that is specified by the teacher in *Pantomime* as a stimulus learning process, the students divided into groups in pairs and giving some pictures base on material, the students wrote vocabulary, complemented sentences and made dialogs to demonstrated in *Role play* and the researcher gave assessment to students.

## **2. Students Improvement in Vocabulary**

Between cycle I, cycle II and cycle III had significance different, where in the cycle III more significance progress than cycle I and cycle II. That's why the researcher done special treatments to the students by using Classroom Action Research (CAR) and to improve their vocabulary ability through Methods for Developing Kinesthetic Intelligence. In fact, both CAR method and using this methods was effective and efficiency.

The students' vocabulary in using nouns, based on the content of data source the Cycle II is 6.5 and cycle III is 7.9. The students' improvement from cycle II to cycle III is 21.5%. The students' vocabulary in using verbs, based on the content of data source the cycle II is 6.9 and cycle III is 7.7. The students' improvement from cycle II to cycle III is 11.5%. The students' vocabulary in using adjective, based on the content of data source the cycle II is 6.9 and cycle III is 7.8. The students' improvement from cycle II to cycle III is 13.04%. The students' average score of noun, verb and adjective in cycle II is 6 and cycle III is 7. The students' average score improvement of noun, verb and adjective Cycle II to Cycle III 21.5%.

## **B. Suggestions**

In line with the above conclusion of this classroom action research, The researcher give suggestions as follows:

1. The teachers should apply Methods for Developing Kinesthetic Intelligence in order to motivate and encourage the class activities. It is suggested the English teacher to apply this methods in teaching vocabulary because this method as one of the alternative ways in learning and teaching vocabulary and this method has been successes used in this research and has significance improvement specially in noun, verb and adjective. The teachers have to be creative to apply various methods, in order the students will never bored, but they will be more interested in learning English and the teachers should give enough opportunity to the students to practice their vocabulary.
2. The students should be highly motivated to know much vocabulary and use them in oral and written communication.
3. The Researcher should be more creative to increase students' vocabulary conduct more complex research specially in classroom action research.

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# APPENDICES

UNIVERSITAS ISLAM NEGERI

ALAUDDIN

M A K A S S A R

## APPENDIX A

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### LESSON PLAN

Level : Junior High school

Subject : English

Class : VIII A

School : MTs Madani Alauddin Pao-Pao

Time : 2 x 40 minutes

Cycle/Meeting : I/1

#### **I. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

#### **II. Basic Competence**

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

#### **III. Indicators**

1. Demonstration the English vocabulary in term of noun, verb and adjective.
2. Identifying new English vocabulary in the flashcare.
3. Write the new English vocabulary in the flashcare.

#### **IV. Objectives**

1. Students are able to Demonstration the English vocabulary.
2. Students are able to identifying and write the new English vocabulary in the flashcare.

#### **V. Material : Vocabulary (Noun)**

#### **VI. Method and Technique of Teaching**

Pantomime

## VII. Teaching and Learning Activities

Teacher's Activities	Students Activities
<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Ask the students to praying together</li> <li>3. Checking students' attendance</li> </ol> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Introducing the Materials about noun.</li> <li>2. Teacher explain methods for developing kinesthetic intelligence.</li> <li>3. Teacher ask the students to make their group. Each group consists of 4-6 students.</li> <li>4. Teacher share some flashcards contain of noun.</li> <li>5. Teacher ask actor groups to practice the noun.</li> <li>6. Teacher gives some assesment.</li> <li>7. Teachers gives times students to convey some nouns.</li> <li>8. Teacher evaluation some words it's difficult and explain about the words.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask students to conclude materials and activity of learning.</li> <li>2. Teacher giving homework.</li> <li>3. Teacher close the learning and greeting.</li> </ol>	<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Responding to the greeting</li> <li>2. Praying together</li> <li>3. Showing the attendance</li> </ol> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Listening and pay attention.</li> <li>2. Listening and pay attention.</li> <li>3. Students make a group.</li> <li>4. Take and attention.</li> <li>5. Actor groups practice of nouns.</li> <li>6. Each students answer and guess the vocabulary.</li> <li>7. Students convey some nouns.</li> <li>8. Listening and pay attention.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials and activity of learning.</li> <li>2. Listening and pay attention.</li> <li>3. Response the greeting.</li> </ol>

### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Flashcards**



## LESSON PLAN

Level : Junior High school  
Subject : English  
Class : VIII A  
School : MTs Madani Alauddin Pao-Pao  
Time : 2 x 40 minutes  
Cycle/Meeting : I/2

### I. Standard Competence

The students are able to comprehend and memorize some vocabularies related to their daily life.

### II. Basic Competence

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

### III. Indicators

1. Demonstration the English vocabulary (noun, verb and adjective).
2. Identifying new English vocabulary in the flashcard.
3. Write the new English vocabulary in the flashcard.

### IV. Objectives

1. Students are able to Demonstration the English vocabulary.
2. Students are able to identifying and write the new English vocabulary in the flashcard.

### X. Material: Vocabulary (Verb)

### XI. Method and Technique of Teaching

Pantomime

### XII. Teaching and Learning Activities

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students</li><li>2. Ask the students to praying together</li><li>3. Checking students' attendance</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting</li><li>2. Praying together</li><li>3. Showing the attendance</li></ol>

<p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Introducing the Materials about verb.</li> <li>2. Teacher explain methods for developing kinesthetic intelligence.</li> <li>3. Teacher ask the students to make their group. Each group consists of 4-6 students.</li> <li>4. Teacher share some Flashcards contain verb.</li> <li>5. Teacher ask the actor groups to practice the verbs.</li> <li>6. Teacher gives some assesment.</li> <li>7. Teachers gives times students to convey some verbs.</li> <li>8. Teacher evaluation some words it's difficult and expain about the words.</li> </ol>	<p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Listening and pay attention.</li> <li>2. Listening and pay attention.</li> <li>3. Students make a group.</li> <li>4. Take and attention.</li> <li>5. Actor groups practice the verbs.</li> <li>6. Each students anwer and guess the vocabulary.</li> <li>7. Students convey some verbs.</li> <li>8. Listening and pay attention.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask students to conclude materials and activity of learning.</li> <li>2. Teacher giving homework.</li> <li>3. Teacher clouse the learning and greeting.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials and activity of learning.</li> <li>2. Listening and pay attention.</li> <li>3. Response the greeting.</li> </ol>

## VII. Source Material

1. English Dictionary
2. Internet

## IX. Evaluation

Type of test : Practic and Test

## X. Media : Flashcard



## LESSON PLAN

Level : Junior High school

Subject : English

Class : VIII A

School : MTs Madani Alauddin Pao-Pao

Time : 2 x 40 minutes

Cycle/Meeting : I/3

### I. Standard Competence

The students are able to comprehend and memorize some vocabularies related to their daily life.

### II. Basic Competence

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

### III. Indicators

1. Demonstration the English vocabulary (noun, verb and adjective).
2. Identifying new English vocabulary in the flashcard.
3. Write the new English vocabulary in the flashcard.

### IV. Objectives

1. Students are able to Demonstration the English vocabulary.
2. Students are able to identifying and write the new English vocabulary in the flashcard.

### V. Material: Vocabulary (Adjective)

### VI. Method and Technique of Teaching

Pantomime

### VII. Teaching and Learning Activities

Teacher's Activities	Students Activities
<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Ask the students to praying together.</li> <li>3. Checking students' attendance.</li> </ol> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Introducing the Materials about adjective.</li> <li>2. Teacher explain methods for developing kinesthetic intelligence.</li> <li>3. Teacher ask the students to make their group. Each group consists of 4-6 students.</li> <li>4. Teacher share some Flashcards containt of adjective.</li> <li>5. Teacher ask the actor groups to practice the adjective.</li> <li>6. Teacher gives some assesment.</li> <li>7. Teachers gives times students to convey some adjective.</li> <li>8. Teacher evaluation some words it's difficalt and expain about the words.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials and activity of learning.</li> <li>2. Listening and pay attention.</li> </ol>	<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Responding to the greeting.</li> <li>2. Praying together.</li> <li>3. Showing the attendance.</li> </ol> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Listening and pay attention.</li> <li>2. Listening and pay attention.</li> <li>3. Students make a group.</li> <li>4. Take and attention.</li> <li>5. Actor groups practice the adjective.</li> <li>6. Each students anwer and guess the vocabulary.</li> <li>7. Students convey some adjectives.</li> <li>8. Listening and pay attention.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials and activity of learning.</li> <li>2. Listening and pay attention.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials and activity of learning.</li> </ol>

3. Response the greeting.	2. Listening and pay attention. 3. Response the greeting.
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### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Flashcard**



## LESSON PLAN

Level : Junior High school

Subject : English

Class : VIII A

School : MTs Madani Alauddin Pao-Pao

Time : 2 x 40 minutes

Cycle/Meeting : II/1

### I. Standard Competence

The students are able to comprehend and memorize some vocabularies related to their daily life.

### II. Basic Competence

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

### III. Indicators

1. Identifying new English vocabulary in the conversation.
2. Find out new English vocabulary in the conversation.
3. Write the new English vocabulary in the conversation.

### IV. Objectives

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

**V. Material:** Greeting and how to respons

### VI. Method and Technique of Teaching

Role Play

### VII. Teaching and Learning Activities

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students</li><li>2. Ask the students to praying together</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting</li><li>2. Praying together</li></ol>

<p>3. Checking students' attendance</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher read the conversation in Indonesian language.</li> <li>2. Teacher choosed one student to read some vocabulary.</li> <li>3. Teachers gives times students to questions about materials.</li> <li>4. Teacher ask the students to make their group in pair.</li> <li>5. Teacher share some conversations with <i>Brithday</i> theme.</li> <li>6. Teacher gives times students to practice the conversations with Role Play method.</li> <li>7. Teacher ask students to find and write new vocabulary in the conversation.</li> <li>8. Teacher analysis the students' answer.</li> <li>9. Teachers explain the answer of true.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask students to conclude materials of learning.</li> <li>2. Teacher gives homework.</li> <li>3. Teacher clouse and greeting to students.</li> </ol>	<p>3. Showing the attendance</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Students listening and pay attention the conversation and than write some vocabulary.</li> <li>2. Another students checked the answer is true.</li> <li>3. Students questions about material are not understand.</li> <li>4. Students make a group.</li> <li>5. Students take and read the conversations.</li> <li>6. Students practice the conversations.</li> <li>7. Students find and write new vocabulary in the conversation.</li> <li>8. Another students checked the answers.</li> <li>9. Students listening and pay attention.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials of learning.</li> <li>2. Listening and pay attention.</li> <li>3. Students respons the greeting.</li> </ol>
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### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Conversations**



Level : Junior High school  
Subject : Englis  
Class : VIII A  
School : MTs Madani Alauddin Pao-Pao  
Time : 2 x 40 minutes  
Cycle/Meeting : II/2

**IV. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

**V. Basic Competence**

The students are able to undstand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

**VI. Indicators**

1. Identifying new English vocabulary in the conversation.
2. Find out new English vocabulary in the conversation.
3. Write the new English vocabulary in the conversation.

**IV. Objectives**

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

**V. Material:** Greeting and how to respons

**VI. Method and Technique of Teaching**

Role Play

**VII. Teaching and Learning Activities**

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students.</li><li>2. Ask the students to praying together.</li><li>3. Checking students' attendance.</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting.</li><li>2. Praying together.</li><li>3. Showing the attendance.</li></ol>

<p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher read the conversation in Indonesian language.</li> <li>2. Teacher choosed one student to read some vocabulary.</li> <li>3. Teachers gives times students to questions about materials.</li> <li>4. Teacher ask the students to make their group in pair.</li> <li>5. Teacher share some conversations with <i>job</i> theme.</li> <li>6. Teacher gives times students to practice the conversations with Role Play method.</li> <li>7. Teacher ask students to find and write new vocabulary in the conversation.</li> <li>8. Teacher analysis the students' answer.</li> <li>9. Teachers explain the answer of true.</li> </ol>	<p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Students listening and pay attention the conversation and than write some vocabulary.</li> <li>2. Another students checked the answer is true.</li> <li>3. Students questions about material are not understand.</li> <li>4. Students make a group.</li> <li>5. Students take and read the conversations.</li> <li>6. Students practice the conversations.</li> <li>7. Students find and write new vocabulary in the conversation.</li> <li>8. Another students checked the answers.</li> <li>9. Students listening and pay attention.</li> </ol>
<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask students to conclude materials of learning.</li> <li>2. Teacher gives homework.</li> <li>3. Teacher clouse and greeting to students.</li> </ol>	<p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students to conclude materials of learning.</li> <li>2. Listening and pay attention.</li> <li>3. Students respons the greeting.</li> </ol>



### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Conversations**



Level : Junior High school  
Subject : English  
Class : VIII A  
School : MTs Madani Alauddin Pao-Pao  
Time : 2 x 40 minutes  
Cycle/Meeting : II/3

### **I. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

### **II. Basic Competence**

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

### **III. Indicators**

1. Identifying new English vocabulary in the conversation.
2. Find out new English vocabulary in the conversation.
3. Write the new English vocabulary in the conversation.

### **IV. Objectives**

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

### **V. Material:** Greeting and how to respons

### **VI. Method and Technique of Teaching**

Role Play

### **VII. Teaching and Learning Activities**

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students.</li><li>2. Ask the students to praying together.</li><li>3. Checking students' attendance.</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting.</li><li>2. Praying together.</li><li>3. Showing the attendance.</li></ol>

**While Activities**

1. Teacher read the conversation in Indonesian language.
2. Teacher choosed one student to read some vocabulary.
3. Teachers gives times students to questions about materials.
4. Teacher ask students to make their group in pair.
5. Teacher share some conversations with *New Year* theme.
6. Teacher gives times students to practice the conversations with Role Play method.
7. Teacher ask students to find and write new vocabulary in the conversation.
8. Teacher analysis the students' answer.
9. Teachers explain the answer of true.

**Post Activities**

1. Teacher ask students to conclude materials of learning.
2. Teacher gives homework.
3. Teacher clouse and greeting to students.

**While Activities**

1. Students listening and pay attention the conversation and than write some vocabulary.
2. Another students checked the answer is true.
3. Students questions about material are not understand.
4. Students make a group.
5. Students take and read the conversations.
6. Students practice the conversations.
7. Students find and write new vocabulary in the conversation.
8. Another students checked the answers.
9. Students listening and pay attention.

**Post Activities**

1. Students to conclude materials of learning.
2. Listening and pay attention.
3. Students respons the greeting.

### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Conversations**



## LESSON PLAN

Level : Junior High school

Subject : English

Class : VIII A

School : MTs Madani Alauddin Pao-Pao

Time : 2 x 40 minutes

Cycle/Meeting : III/1

### **I. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

### **II. Basic Competence**

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

### **III. Indicators**

1. Identifying countable and uncountable noun, regular and irregular verb and compound adjectives.
2. Find and write countable and uncountable noun, regular and irregular verb and compound adjectives.

### **IV. Objectives**

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

### **V. Material:** Countable and Uncountable Noun

### **VI. Method and Technique of Teaching**

Pantomime and Role Play

## VII. Teaching and Learning Activities

Teacher's Activities	Students Activities
<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Ask the students to praying together.</li> <li>3. Checking students' attendance.</li> </ol> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher introduced the vocabulary and described the countable and uncountable noun.</li> <li>2. Teacher ask students to demonstrated of nouns the used pantomime method.</li> <li>3. Teacher ask students to identified and write the nouns.</li> <li>4. Teacher shared pictures with the countable and uncountable nouns.</li> <li>5. Teacher ask students to complemented and write down countable and uncountable noun based on the picture.</li> <li>6. Teacher ask students created some dialogues associated with countable and uncountable noun on the picture.</li> <li>7. Teacher ask students to demonstrated with role play method of appropriate dialogues</li> </ol>	<p><b>Pre-activities</b></p> <ol style="list-style-type: none"> <li>1. Responding to the greeting.</li> <li>2. Praying together.</li> <li>3. Showing the attendance.</li> </ol> <p><b>While Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lisening and pay attention.</li> <li>2. Students demonstrated of nouns the used pantomime method.</li> <li>3. Students identified and write the nouns.</li> <li>4. Take and analysis the pictures.</li> <li>5. Students complemented and write down countable and uncountable noun.</li> <li>6. Students created some dialogues associated with countable and uncountable noun on the picture.</li> <li>7. students to demonstrated with role play method of appropriate dialogues</li> </ol>

respectively.	respectively.
<b>Post Activities</b> <ol style="list-style-type: none"> <li>1. Teacher gives assesment to students base on the test and observation.</li> <li>2. Teacher ask students to summery of lesson.</li> <li>3. Teacher gives students homework.</li> <li>4. Teacher clouse the lesson.</li> </ol>	<b>Post Activities</b> <ol style="list-style-type: none"> <li>1. Students summary of lesson.</li> <li>2. Write the homework</li> </ol>

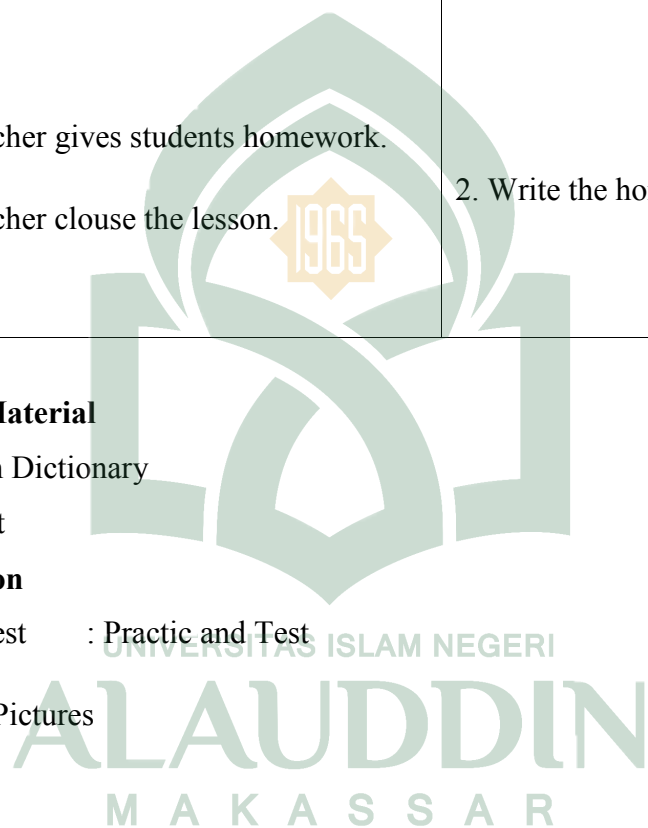
#### **VIII. Source Material**

1. English Dictionary
2. Internet

#### **IX. Evaluation**

Type of test : Practic and Test

#### **X. Media : Pictures**



Level : Junior High school  
Subject : English  
Class : VIII A  
School : MTs Madani Alauddin Pao-Pao  
Time : 2 x 40 minutes  
Cycle/Meeting : III/2

**I. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

**II. Basic Competence**

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

**III. Indicators**

1. Identifying countable and uncountable noun, regular and irregular verb and compound adjectives.
2. Find and write countable and uncountable noun, regular and irregular verb and compound adjectives.

**IV. Objectives**

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

**V. Material:** Regular and Irregular Verb

**VI. Method and Technique of Teaching**

Pantomime and Role Play

**VII. Teaching and Learning Activities**

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students.</li><li>2. Ask the students to praying together.</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting.</li><li>2. Praying together.</li></ol>



<p>3. Checking students' attendance.</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher introduced the vocabulary and described the regular and irregular verb.</li> <li>2. Teacher ask students to demonstrated of verbs used pantomime method.</li> <li>3. Teacher ask students to identified and write the verb.</li> <li>4. Teacher shared pictures with the regular and irregular verb.</li> <li>5. Teacher ask students to complemented and write down regular and irregular verb based on the picture.</li> <li>6. Teacher ask students created some dialogues associated with regular and irregular verb based on the picture.</li> <li>7. Teacher ask students to demonstrated with role play method of appropriate dialogues respectively.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives assesment to students</li> </ol>	<p>3. Showing the attendance.</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Lisening and pay attention.</li> <li>2. Students demonstrated of verbs used pantomime method.</li> <li>3. Students identified and write the nouns.</li> <li>4. Take and analysis the pictures.</li> <li>5. Students complemented and write down regular and irregular verb based on the picture.</li> <li>6. Students created some dialogues associated with regular and irregular verb based on the picture.</li> <li>7. Students to demonstrated with role play method of appropriate dialogues respectively.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students summary of lesson.</li> </ol>
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<p>base on the test and observation.</p> <p>2. Teacher ask students to summery of lesson.</p> <p>3. Teacher gives students homework.</p> <p>4. Teacher clouse the lesson.</p>	<p>2. Write the homework.</p>
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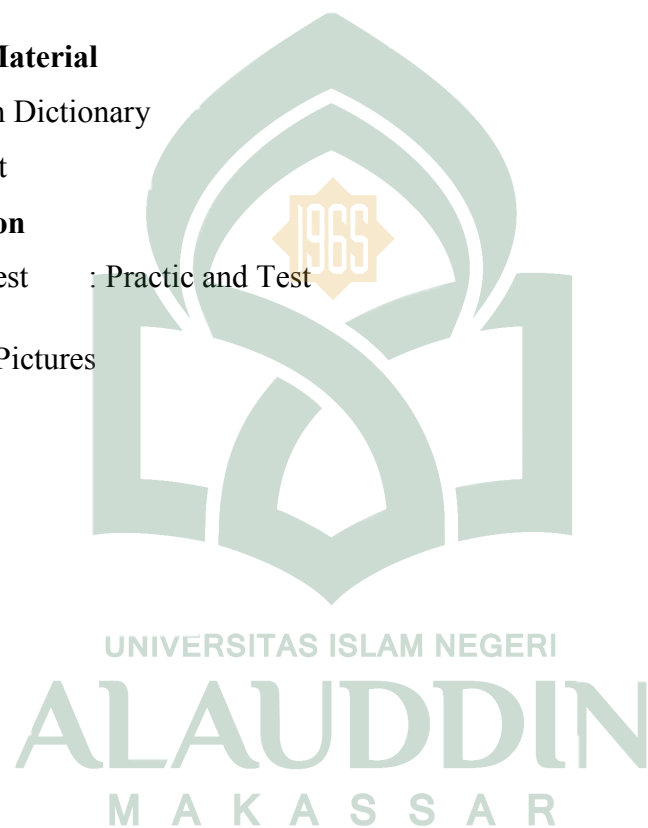
### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Pictures**



Level : Junior High school  
Subject : English  
Class : VIII A  
School : MTs Madani Alauddin Pao-Pao  
Time : 2 x 40 minutes  
Cycle/Meeting : III/3

**I. Standard Competence**

The students are able to comprehend and memorize some vocabularies related to their daily life.

**II. Basic Competence**

The students are able to understand the meaning of new vocabulary they are noun, verb and adjective to use them in daily life.

**III. Indicators**

1. Identifying countable and uncountable noun, regular and irregular verb and compound adjectives.
2. Find and write countable and uncountable noun, regular and irregular verb and compound adjectives.

**IV. Objectives**

1. Students are able to identifying the English vocabulary.
2. Students are able to find and write the new English vocabulary in the conversation.

**V. Material:** Compound Adjective

**VI. Method and Technique of Teaching**

Pantomime and Role Play

**VII. Teaching and Learning Activities**

Teacher's Activities	Students Activities
<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Greeting the students.</li><li>2. Ask the students to praying together.</li></ol>	<b>Pre-activities</b> <ol style="list-style-type: none"><li>1. Responding to the greeting.</li><li>2. Praying together.</li></ol>

<p>3. Checking students' attendance.</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher introduced the vocabulary and described about compound adjective.</li> <li>2. Teacher ask students to demonstrated of adjectives used pantomime method.</li> <li>3. Teacher ask students to identified and write some adjectives.</li> <li>4. Teacher shared pictures and write down compound adjective.</li> <li>5. Teacher ask students created a dialogues associated with compound adjective.</li> <li>6. Teacher ask students to demonstrated with role play method of appropriate dialogues respectively.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Teacher gives assesment to students base on the test and observation.</li> <li>2. Teacher ask students to summery of lesson.</li> <li>3. Teacher gives students homework.</li> <li>4. Teacher clouse the lesson.</li> </ol>	<p>3. Showing the attendance.</p> <p><b>While Activities</b></p> <ol style="list-style-type: none"> <li>1. Lisening and pay attention.</li> <li>2. Students demonstrated of adjectives used pantomime method.</li> <li>3. Students identified and write some adjectives.</li> <li>4. Take and write the pictures.</li> <li>5. Students created some dialogues associated with compound adjective based on the picture.</li> <li>6. Students to demonstrated with role play method of appropriate dialogues respectively.</li> </ol> <p><b>Post Activities</b></p> <ol style="list-style-type: none"> <li>1. Students summary of lesson.</li> <li>2. Write the homework.</li> </ol>
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### **VIII. Source Material**

1. English Dictionary
2. Internet

### **IX. Evaluation**

Type of test : Practic and Test

### **X. Media : Pictures**



## APPENDIX B

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### TEACHING MATERIAL OF CYCLE I

#### 1. First Meeting

- a) The teacher were introduce the vocabulary and ask the students some known vocabulary.
- b) The teacher explain and gives examples of vocabulary such as "*Noun*".
- c) The students divided into groups then each group is given Flashcards.

**SALT**

**DRIVER**

**CUP**

**BATHROOM**

**HOSPITAL**

**NESWPAPER**

**HORSE**

**YARD**

**LAWYER**

**COUNTRY**

- d) All group practice the words and than the members of groups gives time to guess the vocabulary on display.
- e) After that, the teacher give some values to each group by looking at their work.
- f) The teacher reevaluates the lesson by giving some questions and explain about unpredictable vocabulary.



## 2. Second Meeting

- a) The teacher were introduce the vocabulary and ask the students some known vocabulary.
- b) The teacher explain and gives examples of vocabulary such as "*Verb*".
- c) The students divided into groups then each group is given Flashcards.

**WALK**

**REMEMBER**

**DECIDE**

**TEACH**

**SMILE**

**WRITE**

**STUDY**

**REPAIR**

**CONFUSE**

**BLOW**

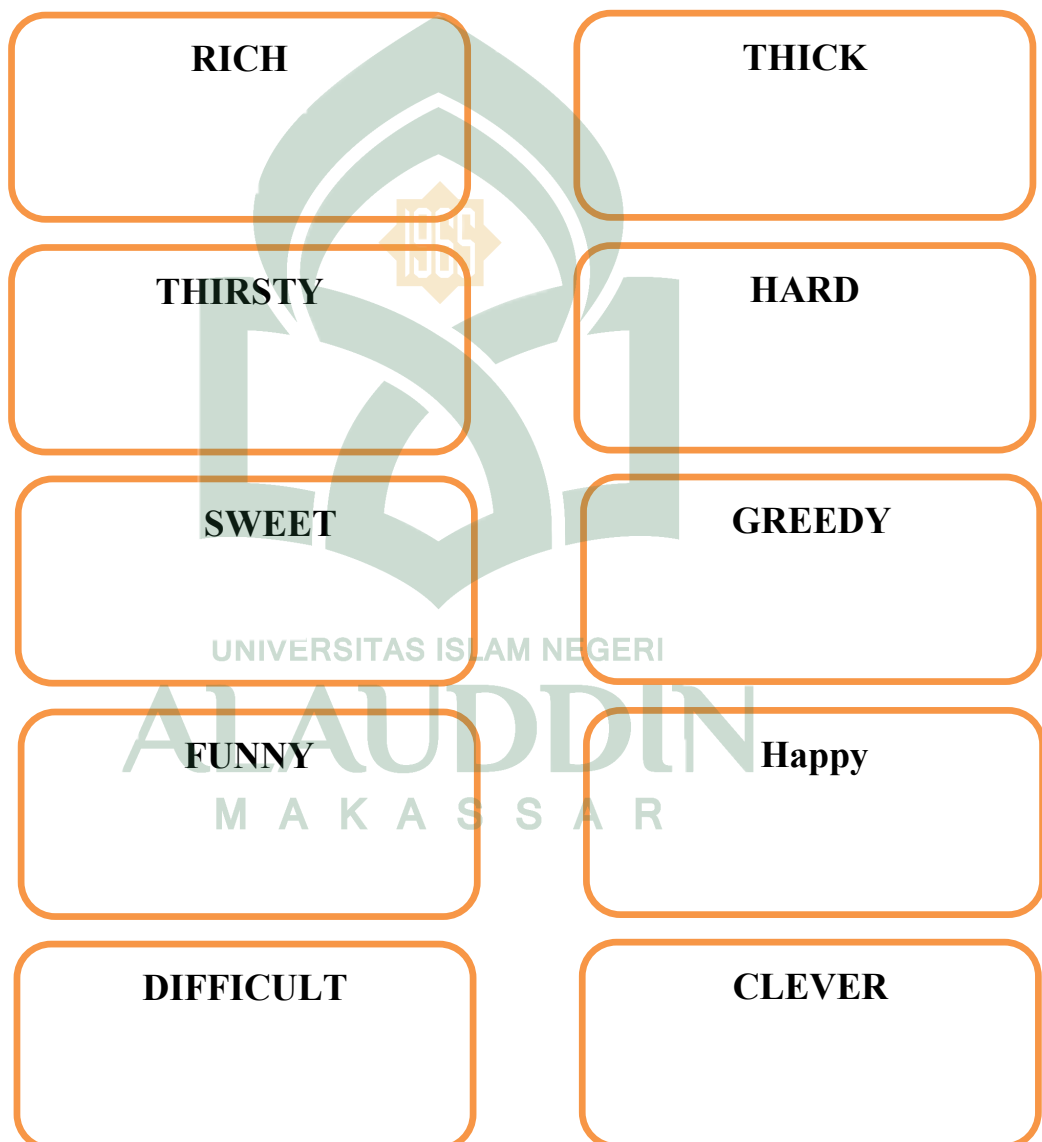


- d) All group practice the words and than the members of groups gives time to guess the vocabulary on display.
- e) After that, the teacher give some values to each group by looking at their work.
- f) The teacher reevaluates the lesson by giving some questions and explain about unpredictable vocabulary.



### 3. Third Meeting

- a) The teacher were introduce the vocabulary and ask the students some known vocabulary.
- b) The teacher explain and gives examples of vocabulary such as "*Adjective*".
- c) The students divided into groups then each group is given Flashcards.



- d) All group practice the words and than the members of groups gives time to guess the vocabulary on display.

- e) After that, the teacher give some values to each group by looking at their work.
- f) The teacher reevaluates the lesson by giving some questions and explain about unpredictable vocabulary.



**TEACHING MATERIAL OF CYCLE II**

**First Meeting**

- 1) The Teacher introduce about greeting and how to response.
- 2) The students divided into groups in pairs, all groups is given material about conversations of Birthday Theme.

**Conversations between Tina and Lisa (Birthday)**

Situation: Tina will celebrate her Birthday Party on next Sunday. So He asks Lisa to come to celebrate that Birthday Party.



Tina: Hi, Lisa.

Lisa: Hi, Tina.

Tina: Are you free next Sunday?

Lisa: Hi, Tina, I am not sure. What's up Tina?

Tina: Well. That will be my birthday. I will make a little party on Sunday.

Lisa: Wow... Congratulation Tina. Wish all the best for you, Tina.

Tina: Thanks Lisa. So, will you join with me on Sunday? Come on girl, It will be fun.

Lisa: I wish I could Tina, but I have a plan to take care my mom to hospital.

Tina: Oh, I'm so sorry Lisa.

Lisa: That's oke. It's just regular medical check up.

Tina: Well, what time will you finish?

Lisa: It will be around 3:00 PM.

Tina: Oh... That's perfect, come to my house at 3:30 PM. We will start the party around 4:00 PM.

Lisa: Really?

Tina: Yeah... Can you?

Lisa: Alright Tina. I'll be there. Should I bring a present for you?

Tina: That's up to you, girl. But please wearing Red Dress. Because the Dress Coat is Red.

Lisa: Yes, I will wear it. See you at 3:30 PM, Tina.

Tina: Oke, Lisa. See you then.

Lisa: Bye...

- 3) All groups required to demonstrate (Role Play) of conversations.
- 4) The student write the nouns, verbs, and adjectives that fine.

No	Vocabularys		
	Nouns	Verbs	Adjectives
1.			
2.			
3.			
4.			
5.			
6.			

5) The teacher gives an assessment.



## Second Meeting

- 1) The Teacher introduced about greeting and how to respond.
- 2) The students divided into groups in pairs, all groups are given material about conversations of Job Theme.

### Conversations between Andi and Andre in the restaurant (Job)



Andi: "Sorry I'm late, because it was a traffic jam,"  
Andre: "Yes it's okay, understandable."  
Andi: "Thank you,"  
Andre: "You want?"  
Andi: "I want a lemon juice and fried rice are complete,"  
Andre: "Well, let me who ordered it."  
Andi: "Well, thank you,"  
Andre: "You are what work in the office today?"  
Andi: "It's tiring, because a lot of work to be me finish,"  
Andre: "Congratulations on your rank rise in new ones,"  
Andi: "Thank you, if today's on me you do? As a form of gratitude for the advancement of this new me, "  
Andre: "No, I'll do it, because I came first in this place,"  
Andi: "Well then, next time I'll treat you,"  
Andre: "Now we eat yuk, an order has come, bon appetite friend,"  
Andi: "Enjoy your meal you too,"

- 3) All groups required to demonstrate (Role Play) of conversations.
- 4) The student write the nouns, verbs, and adjectives that fine.

No	Vocabularys		
	Nouns	Verbs	Adjectives
1.			
2.			
3.			
4.			
5.			
6.			

- 5) The teacher gives an assessment.



### Third Meeting

- 1) The Teacher introduct about greeting and how to response.
- 2) The students divided into groups in pairs, all groups is given material about conversations of New Year Theme.

#### Conversation between five Classmate about New Year



**Diki** : Hello

**All** : Hello

**Dika** : Guys, what will you do to celebrate new year?

**Bian** :I will come to the garden and see firework. Em... That's nice!

**Gio** :With whom are you?

**Bian** :With my brother. How about you?

**Gio** :I will go to Kuala Lumpur. I will visit my uncle there.

**Diki** : Wow! Amazing!

**Jesika** : Your plans sound good. How happy you are.

**Bian** : Anyway, where will you do?

**Jesika** : I just stay at home. So ordinary activity!

**Rey** : Are you sure? How about go to the beach with me. Will you?

**Jesika** : Is it only you and I?

**Rey** : No, it isn't. We will go there with my sister also.

**Jesika** : Okay I will. Just pick me up then.

**Diki** : May I join?

**Bian** : Don't you have plan with your mother as usual?

**Diki** : No, I don't. My mother will go to Jakarta.

**Rey** : Oh I see. Anyway, will you buy us something from KL,

**Gio** : Sure Jus wait.

**The bell is ringing.**

**Diki** : Let's go to class.



- 3) All groups required to demonstrate (Role Play) of conversations.
- 4) The student write the nouns, verbs, and adjectives that fine.

No	Vocabularys		
	Nouns	Verbs	Adjectives
1.			
2.			
3.			
4.			
5.			
6.			

- 5) The teacher gives an assessment.



## APPENDIX B

### TEACHING MATERIAL OF CYCLE III

#### 1. First Meeting

- The teacher introduced the vocabulary and described the countable and uncountable noun.
- The students' demonstrated (pantomime) of nouns that is specified by the teacher.
- Then, the students' identified and wrote the nouns which is practiced as a stimulus of learning.
- The teachers shared pictures with the countable and uncountable noun.



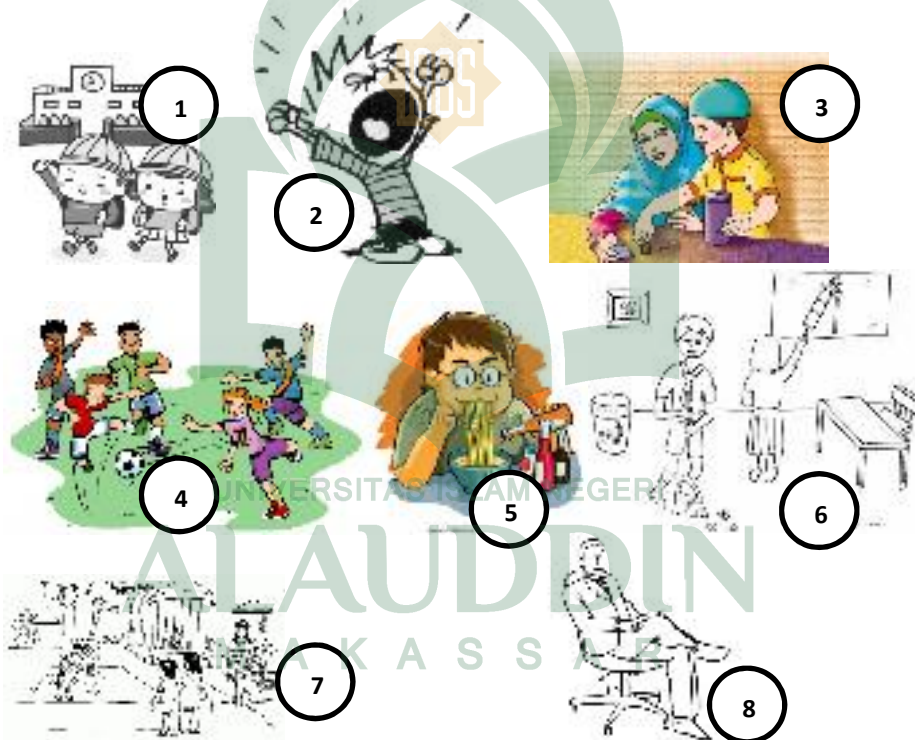
- The students complemented and wrote down countable and uncountable noun with the objects in the picture.

Countable	Uncountable
1. I have ..... apple.	2. Rika drink a glass of .....
3. My mother has two .....	4. In the garden much .....
7. Lisa has four .....	5. My mother wash .....
9. I bought three ..... yesterday.	6. Houw much ..... you want?
11. you have a ..... in the market.	8. How much ..... do you need?
	10. My sister buy ..... to day.
	12. Do you like ..... ?

- f) And then, the students created some dialogs associated with countable and uncountable noun on the picture.
- g) The last, the students were demonstrated (play role) of appropriate dialogues respectively.

## 2. Second meeting

- a) The teacher introduced the vocabulary and described the regular and irregular Verb.
- b) The students' demonstrated (pantomime) of verbs that is specified by the teacher.
- c) Then, the students' identified and wrote the verbs which is practiced as a stimulus of learning.
- d) The teachers shared pictures with the regular and irregular Verb.



- e) The students complemented and wrote down countable and uncountable noun with the picture.

Regular			Irregular		
V1	V2	V3	V1	V2	V3
2. Cry		<i>Cried</i>	1. Go		<i>Gone</i>
3. Add	<i>Added</i>		5. Eat	<i>Ate</i>	
4. Play		<i>Played</i>	7. Break		<i>Broken</i>
6. Clean	<i>Cleaned</i>		8. Sit	<i>Sat</i>	

- f) And then, the students created some dialogs associated with regular and irregular Verb in the picture.
- g) The last, the students were demonstrated (play role) of appropriate dialogues respectively.

### 3. Third Meeting

- a) The teacher introduced the vocabulary and described about Compound adjective.
- b) The students' demonstrated (pantomime) of adjectives that is specified by the teacher.
- c) Then, the students' identified and wrote the adjectives which is practiced as a stimulus of learning.
- d) The teachers shared pictures and wrote down Compound adjective based on the objects.



**Baby – Face**



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- e) And then, the students created a dialog associated with Compound adjective in the picture.
- f) The last, the students were demonstrated (play role) of appropriate dialogues respectively.



## APPENDIX C

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### PRE CYCLE

#### TESTS OF VOCABULARY

##### NOUN

A. Choose the correct answer!

1. Person who is trained and qualified to advise people about law (.....)  
a. soldier      b. police      c. lawyer      d. teacher
2. Area of a land that forms a politically independent unit (.....)  
a. village      b. town      c. island      d. country
3. Large four legged animal that people ride on or use for pulling carts  
(.....)  
a. cow      b. horse      c. buffalo      d. elephant
4. Piece of land next to or around your house for growing flowers, vegetables  
(.....)  
a. yard      b. garden      c. garage      d. field
5. Place where people are treated for illness or injuries (.....)  
a. university      b. house      c. office      d. hospital
6. Small bowl with a handle for drinking tea, coffee etc (.....)  
a. cup      b. plate      c. glass      d. bowl
7. Operate and control vehicle (.....)  
a. farmer      b. lecture      c. policeman      d. driver
8. White substance obtained from mines and sea water used to flavor good  
(.....)  
a. salt      b. sugar      c. vinegar      d. say sauce

9. Room in which there is a bath, a wash basin, and often a toilet (.....)

- a. dining room    b. bed room    c. bathroom    d. kitchen

10. Printed publication, issued daily or weekly with news, advertisement  
(.....)

- a. magazine    b. newspaper    c. novel    d. book

### VERB

Choose the correct answer !

1. Make somebody unable to think clearly (.....)

- a. Interesting    b. confused    c. disappointing    d. invited

2. Have or keep an image in our memory, bring back in your mind a fact that  
you know (.....)

- a. Forget    b. hope    c. Remember    d. promise

3. Think about something and choose between the possibilities available  
(.....)

- a. Decide    b. desire    c. permit    d. promise

4. Expression of the face with the comers of the mouth turned up showing  
amusement, happiness etc (.....)

- a. smile    b. laugh    c. speak    d. sleep

5. Mark letter or number on a surface with a pen or pencil (.....)

- a. talk    b. read    c. wash    d. write

6. Move or go somewhere by putting on foot in front of the other on the  
ground but without running (.....)

- a. Stand                      b. jump                      c. run                      d. walk
7. Give lesson or knowledge to somebody in the school (.....)
- a. lecture                      b. teach                      c. drive                      d. manager
8. mend somebody broken, damaged or turn (.....)
- a. try                      b. repair                      c. urge                      d. hope
9. Hard working, showing care, and effort (.....)
- a. easy                      b. difficult                      c. dizzy                      d. lazy
10. Give time and attention to learning to find out something (.....)
- a. swimming                      b. studying                      c. playing                      d. running

## ADJECTIVES

Choose the correct answer !

1. Quick at learning and understanding, intelligent (.....)
- a. Lazy                      b. Stupid                      c. Clever                      d. Diligent
2. Having a lot of money or property (.....)
- a. Poor                      b. Rich                      c. Simple                      d. Property
3. Having a large distance between opposite (.....)
- a. Many                      b. Little                      c. Thick                      d. Thin
4. Not easy, need effort or skill to understand (.....)
- a. Easy                      b. Difficult                      c. Lucky                      d. horrible
5. More distant, at the furthers point in a particular direction (.....)
- a. Near                      b. Long                      c. Far                      d. Fast
6. Feeling or causing thirst (.....)
- a. Hungry                      b. Angry                      c. Thirsty                      d. Lucky



7. Firm and solid, not easy to bend, cut etc (.....)
- a. Soft                      b. Hard                      c. Coarse                      d. Sensitive
8. Feeling giving or expressing pleasure, pleasant (.....)
- a. Interesting                      b. Sad                      c. Cheerful                      d. Happy
9. Nervous or embarrassed about meeting others (.....)
- a. Afraid                      b. Brave                      c. Shy                      d. Doubtful
10. Causing laughter or amusing (.....)
- a. Fierce                      b. Naughty                      c. Funny                      d. Fam



## Key Answer

### Key Answer of Test Vocabulary

NOUN	VERB	ADJECTIVE
1. C	1. B	1. C
2. D	2. C	2. B
3. B	3. A	3. C
4. B	4. A	4. B
5. D	5. D	5. C
6. C	6. D	6. C
7. D	7. B	7. B
8. A	8. B	8. D
9. C	9. B	9. C
10. A	10. B	10. C

## APPENDIX D

### *Vocabulary Test Result The Score of Students' in Cycle I, Cycle II and Cycle III*

No	Name	D-test			Cycle I			Cycle II			Cycle III		
		Noun	Verb	Adj	Noun	Verb	Adj	Noun	Verb	Adj	Noun	Verb	Adj
1	A. Farhan Pangeran	6	4	5	5	6	7.5	5	8.5	8.5	9.5	7	8.5
2	A. Muh. Rivad	4	4	3	7.5	6	5	7.5	7	7	9.6	9/6	9.7
3	Aditya Bintang	5	4	3	4	7.5	6.5	8	7	7	8.5	8.5	8
4	Ahmad Aminullah	5	3	3	5	5	4	7	6.5	7	8	8	8
5	Ahmad Fauzan	4	4	4	5	5	4	7.5	7.5	6.5	8	9.7	7.5
6	Ahmad Raihan Azizi Mulyah	3	4	4	6	6	5	6	8	6.5	8	8	8
7	Ahsan Irada	6	4	6.5	6	5	7.5	8.5	7	5	7.5	7.5	7
8	Ahsan Rivaldi	6.5	5	3	7.5	5	5	8.5	8.5	7.5	9.7	8	6
9	Aidhil Nur Ilham	3	5	6.5	5	7.5	4	6	7	8.5	8	7.5	7
10	AM. Afwieq Jayanda	5	5	5	6.5	6.5	6	7	8.5	7	9	7.5	8
11	Amar Wahyudi	2	3	4	7.5	7.5	6.5	6	7	8.5	8	8	8.5
12	Andi Dwyan Ahmad Arfandi B.	4.5	5	3	5	5	6	7.5	7.5	7	8	9.5	9.6
13	Andi Ince Muhammad Syafa'at R.	6.5	6	3	5	5	6	6	8	7.5	9.5	7	7.5
14	Ardiansyah Asdar	3	6	6.5	6	6	4	6	6	8	8	8	8
15	A. Eka Wahyuni NB.	6	6.5	5	6	6	5	7.5	6	5	7	8	7
16	Andi Dian Angraeni	6	3	4	7.5	7.5	6	7.5	5	6	6.9	6	7
17	Andi Putri ReZkiana M.	4	4	4	5.5	5	6	6	5	6	7.5	7	8
18	Aulia Fitani Qastalani	4	3	3	4	4	4	6	6	7	8.5	7	6.9
19	Aulia Nur Annisyah	3	3	4	5	5	5.5	7	7.5	6.5	8	7	8
20	Dita Rezky	4	2.5	5	6.5	6.5	5	5	7	7	7	8	7
21	Elza Inayats Sinong	5.5	6	4	6	6	7.5	5	6.5	8.5	7	9.7	8.5

22	Hanin Nabila Arrahmah	3	4	3	6	6	6	7	7	7	6.5	8.5	9.5
23	Hani Melyani Putri	4	4	4	4	4	5	6	7.5	8.5	7	7	9.6
24	Husnul Khatimah S.	5	4	3	5	5	5	7	8	7	8.5	6	8
25	Inne Tri Muhfirira	6.5	3	4	4	4	5	6	7	6	9.5	7.5	8
26	Jamila Tun Nabilah H.	4	4	5	4	4	4.5	5	7	7	9.6	7.5	9
27	Adibah Faikatunnisa	5	5	5	5	5	4	6	6	7	9.5	8.5	9
28	Marzuqa Maharani	6	3	3	4	4	4	7.5	6.5	6	8	7.5	9
29	Muh. Ibrahim Maulana S.	3	4	5	6	6	6.5	6	7	5	8.5	8.5	8.6
30	Firdawati	5	6.5	3	4	4	5	7.5	5	6	7.5	7.5	8
31	Muh. Arya Gading Awan	3	4	6	5	5.5	4	6	6	6	7	6.5	7.5
32	M. Fadly Sanjaya	6.5	3	4	4	4	4	6	7	7	7	7.5	7
33	M. Sahlan	6	5	4	6	6	5	7	8.5	8.5	7	7	9.5
TOTAL		154	136.5	137.5	178.5	180.5	174	217.5	229.5	228.5	261.37	256	259.9
Mean Score		46.66	41.36	41.66	54.09	54.69	52.72	65.75	69.95	69.25	79.20	77.57	78.77

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***CYCLE/MEETING (I/I)***

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# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (I/2)

Aspect	Indicators	Variable																																	%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Learning Activities	Students give explanations about the material being studied	√												√																						2
	Asking question to their teacher if there is an instruction which is not clear			√								√								√															3	
	Students Able to practice the material especially vocabulary			√			√				√			√							√			√						√					7	
	Answering the vocabulary that has	√	√						√					√					√					√		√				√			√		9	





# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (I/3)

Aspect	Indicators	Variable																																%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Learning Activities	Students give explanations about the material being studied										√																				√				2
	Asking question to their teacher if there is an instruction which in not clear				√										√														√					3	
	Students Able to practice the material especially vocabulary	√					√				√				√		√												√			√		9	
	Answering the vocabulary that has	√	√								√			√					√										√		√			8	

[illegible]

# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (II/I)

Aspect	Indicators	Variable																																%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Learning Activities	Students give explanations about the material being studied			√																	√														2
	Asking question to their teacher if there is an instruction which in not clear					√					√											√							√						4
	Students Able to practice the material especially vocabulary			√				√				√		√							√										√				8
	Answering the vocabulary that has	√										√						√									√			√		√			8

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# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (II/2)

Aspect	Indicators	Variable																																%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Learning Activities	Students give explanations about the material being studied										√																					√			3
	Asking question to their teacher if there is an instruction which is not clear	√									√			√																√				4	
	Students Able to practice the material especially vocabulary	√				√					√			√								√			√								√	9	
	Answering the vocabulary that has	√				√					√			√				√		√											√		√	10	

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# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (II/3)

Aspect	Indicators	Variable																												%
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
<b>Learning Activities</b>	Students give explanations about the material being studied				√																									1
	Asking question to their teacher if there is an instruction which is not clear									√								√				√								5
	Students Able to practice the material especially vocabulary	√					√				√			√								√						√		10
	Answering the vocabulary that has	√			√					√				√							√					√		√		8

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# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (III/1)

Aspect	Indicators	Variable																																%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Learning Activities	Students give explanations about the material being studied											√																							1
	Asking question to their teacher if there is an instruction which is not clear			√																								√							3
	Students Able to practice the material especially vocabulary	√		√								√		√								√										√			8
	Answering the vocabulary		√									√		√								√							√			√	√		11

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# APPENDIX D

## OBSERVATION SHEET

### CYCLE/MEETING (III/2)

Aspect	Indicators	Variable																																%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
Learning Activities	Students give explanations about the material being studied		√											√																					2
	Asking question to their teacher if there is an instruction which is not clear		√			√											√											√						4	
	Students Able to practice the material especially vocabulary	√									√					√					√										√			9	
	Answering the vocabulary			√						√											√										√	√		√	9

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***CYCLE/MEETING (III/3)***

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<b>Creativity</b>	the vocabulary that has been practiced	√				√													√							√	√		6
	Summing up learning materials and activities.	√																	√								√		3
	Respond or answer questions from teachers or other students	√	√								√								√							√		√	7
	Exploring their ideas	√									√		√													√			4
<b>Interaction</b>	Active in following lessons	√	√								√		√						√						√				7
	Able to work well with groups	√	√								√								√						√				6



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## CURRICULUM VITAE



**Inna Nova Ayu'** is the seventh born of Saguni and Ruhana. She was born on June 20<sup>th</sup> 1994 in Sangbua, Enrekang. She has four sisters and two brothers. She lives in Sangbua, Enrekang, South Sulawesi Province. She respectively finished his study at SDN 8 Tampuan in 2008, at SMP 4 Baraka 2010, at SMA Model 2013, and then on July 2013 She registered as a students of Alauddin State Islamic University Makassar in English Education Department.

